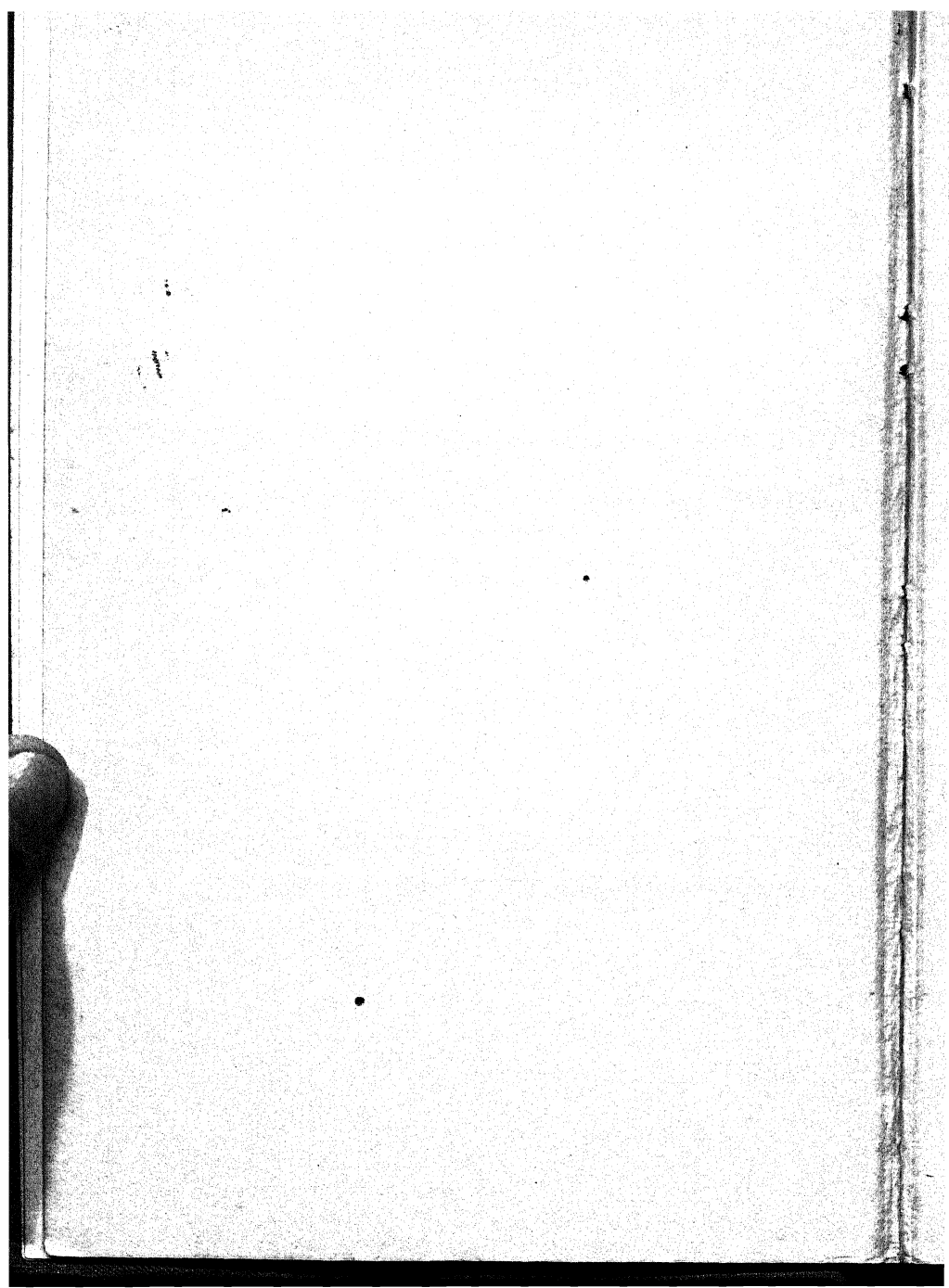


THE NORTHAMPTONSHIRE
COMPOSITION SCALE



THE NORTHAMPTONSHIRE COMPOSITION SCALE

*Formulated with the Co-operation of
Northamptonshire Teachers*

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EDUCATION COMMITTEES OF NORTHAMPTON DERBY

HAMPSHIRE EAST SUSSEX

TO THE EDUCATION COMMITTEES OF THE CITY OF OXFORD AND
OF THE BOROUGHES OF BOURNEMOUTH AND SWINDON

WITH A FOREWORD BY

J. L. HOLLAND

DIRECTOR OF EDUCATION FOR NORTHAMPTONSHIRE



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FOREWORD

THERE is widespread agreement among teachers that proficiency in composition is one of the signs of a high degree of mental intelligence in children. For this reason a test in composition is almost invariably included in examinations held by public authorities and other bodies who have to award scholarships and free places of all kinds. Every year by these examinations the educational future of thousands of children of about eleven years of age is decided. There are, of course, those who arraign the whole system, usually without troubling to suggest an alternative. There are, on the other hand, some who regard the competitive examination as a heaven-sent instrument for the impartial assessment of ability, and who would confidently see it extended to other walks of life. The teachers who have co-operated in this report are, however, probably typical of the great majority in recognizing that the competitive examination is fallible, and that its power to make or mar tends constantly to get beyond the control of those who have to use it. That is their motive for being at such pains to seek for precision in one part of its operations.

The general public take the accuracy of examination results for granted, but uneasiness is spreading among teachers and administrators, and there are signs that the subject will be more intensively studied in the near future. The comparative assessment of composition scripts in particular is beset with difficulties so great that some regard them as insuperable. The composition examiner working alone is apt to assess the scripts on general impression. Taking notes as he goes along, he may keep his employers quiet for a time with amusing reports, and

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occasionally will make constructive suggestions. But his marks, like the shot from a well-made gun, will cluster round his personal average: there will be no 'spread,' and the weight of the subject in the examination totals will consequently be small and sometimes almost nothing. Even if he begins by setting out a kind of framework of the qualities to be looked for it will be a personal framework, and his marks will still be allotted within it on the basis of personal preference. Another examiner would produce a different framework with different marks attached.

The first stage of the present experiment, therefore, was to ascertain the views of all the participants on the framework of qualities to be judged, and by careful comparison and accommodation to subsume them in a composite scale. In the next stage each examiner marked a sufficient number of compositions in terms of the scale, and the sets of marks were collated. The final result is a series of compositions on many various subjects, marked in detail according to the collective judgment of all the examiners, which can be used as a standard of comparison in marking compositions on similar subjects written by children of the age appropriate to examinations for the selection of children for secondary schools.

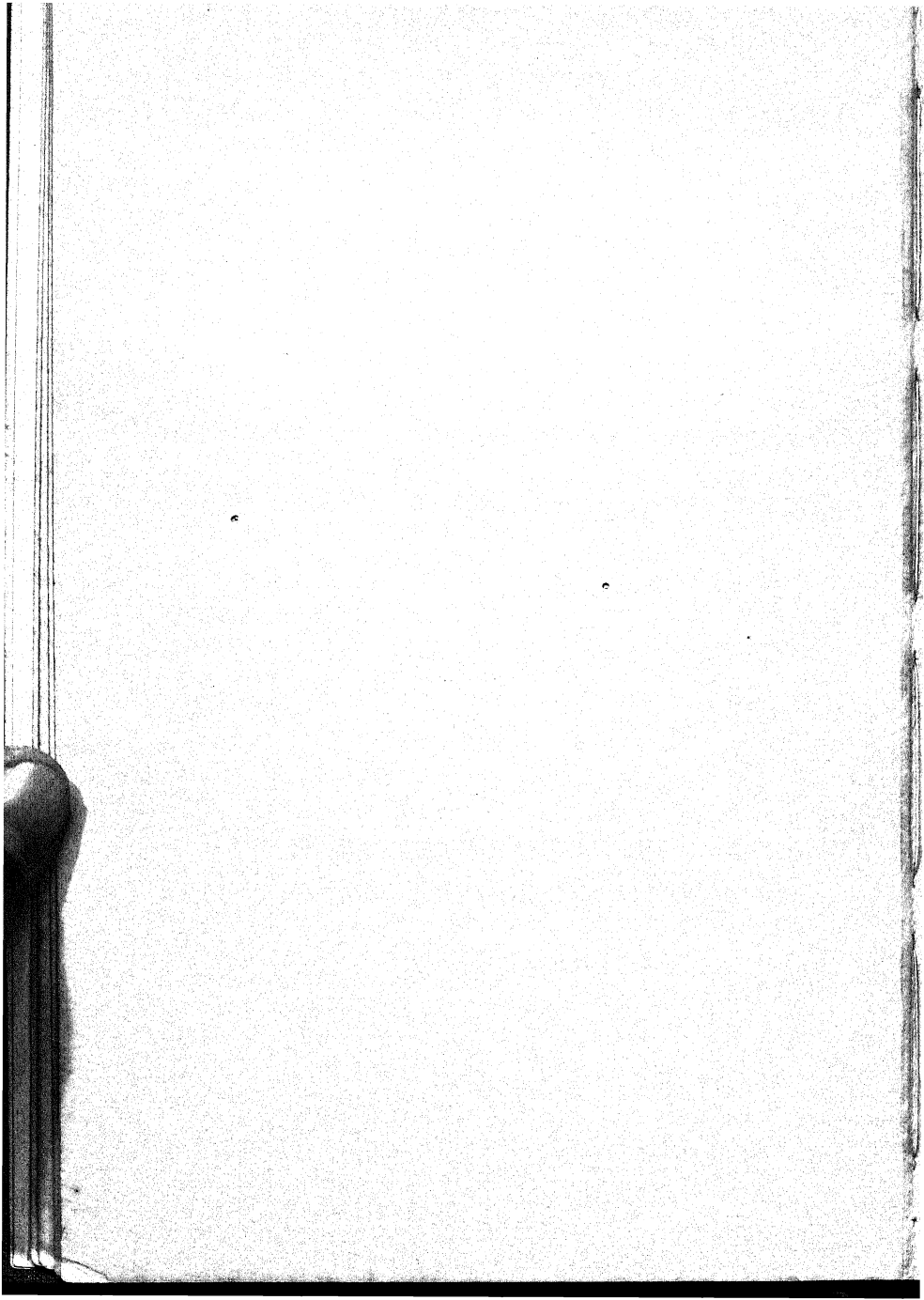
The 209 teachers who took part in this experiment were volunteers from the staffs of schools under the Northamptonshire Education Committee. The fifty scripts they each marked were selected from about two thousand scripts written in one of the Committee's Annual Schools Examinations for free places in secondary schools. The experiment was controlled by the Committee's chief examiner, Dr Perrie Williams, and the labour of comparing and co-ordinating the marks, as well as of compiling this report, fell to her share. On behalf of the Committee I beg to thank them all for their co-operative effort in the experiment, and to congratulate them on the report which they have produced.

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None of us would claim that a single experiment of this kind can be conclusive. We believe, however, that if the question at issue is to be solved it must be on lines such as these, and we venture to hope that the publication of the first composition scale produced by the labours of English teachers and English children may induce others to take up the subject. If they do they can at least be assured that they will derive much profit from the exercise in their work of teaching composition in the schools.

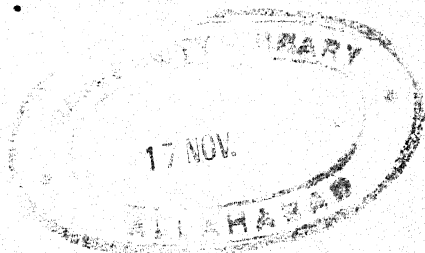
J. L. HOLLAND

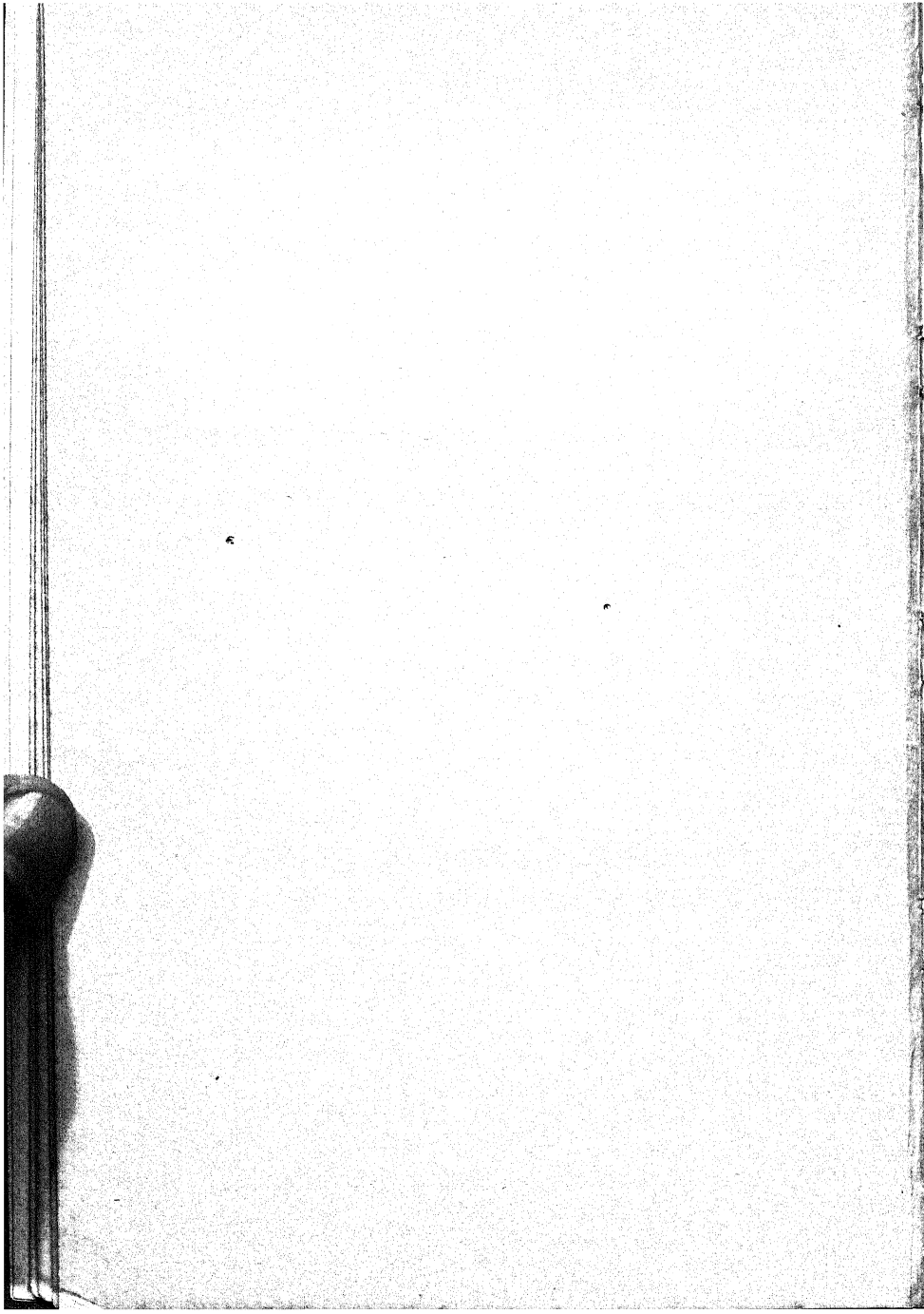
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THE NORTHAMPTONSHIRE COMPOSITION SCALE

CHAPTER I

INTRODUCTORY

THE experimental work outlined in these pages is the direct outcome of difficulties and problems encountered in assessing the composition achievement of a specific age group of elementary-school children in the Annual Schools Examination, for which the writer has been responsible for several years. The number of candidates, boys and girls together, all of whom were between eleven and twelve years of age, varied annually, from fifteen hundred, in the first year or two after the examination was adopted, to two thousand and over, in subsequent years. It is becoming the common practice to test the whole of this age group in selecting children for admission to the secondary schools, for which purpose this particular examination is held. It would be beside the present purpose to discuss the reasons which have made the age pivotal in our educational system. The fact being accepted, it is submitted that any selection in which the composition ability of the candidates was disregarded would be partial in its operation and could not be depended upon as a measure of the ability sought for.

On the other hand, composition is universally recognized to be a most difficult subject to mark, owing to the variability of human judgment in dealing with a compound of concrete and abstract qualities. The marking of composition on a large scale by several examiners,

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if they are left to their own devices, reveals a most striking divergence in standards, so that an A rating by one examiner may actually be of less value than a B rating by another examiner. For this reason composition is often discarded as an examination subject, and the problem for the time being is conveniently shelved. Sometimes the whole of the marking is entrusted to one examiner, with results more or less—usually less—satisfactory in the particular examination, but quite unhelpful as a solution of the permanent problem. There is, however, as there ought to be, an increasingly close association of the teachers as script examiners in the testing of the age group, and in that case there is no possibility of evading the task of defining what is meant by composition ability and subjecting to detailed analysis the standards of measurement of the individuals engaged in marking.

The problem is, however, not wholly or even mainly one of assessing composition for examination purposes. The teacher comes before the examiner, and every teacher of composition is obliged, as a condition of instructing them, to diagnose his pupils' work in accordance with their performance in the various elements that make up a complete composition, and should also from time to time classify them in accordance with their general performance in the subject. The same divergence of standard which we find between examiners is found between teachers in the same school. Until something is done to assist teachers by the provision of an objective standard which they can apply in their class work, the progress in composition achievement must be very unequal as between different schools and as between classes in the same school.

The problem then is twofold. First of all, how are we to secure agreement on the qualities to be measured? Do we actually know what qualities are considered by

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teachers to be of outstanding importance, and, having ascertained these, can we succeed in discovering or formulating a common denominator, and so arrive at a further agreement as to the relative value to be attached to the various elements making up the composite whole? That is one aspect of the problem, and, from the point of view of ordinary class work, all-important. So long as there persists a wide diversity of opinion concerning the relative importance of the various elements in composition work there will persist a wide diversity in standards of assessment. A refusal to face the problem boldly has the inevitable result of withholding from the teachers opportunities for arriving at any agreed standard, and leaves the individual teacher with no external standard for guidance. Unfettered personal judgment is too capricious to form a reliable basis of measurement. The first great need, then, is for a diagnostic scale, based on the composite judgment of as large a number of examiners as possible of what should be the qualities to be measured, and the relative value of each. That must be the first step in any experiment in the determination of objective standards.

Such an experiment was conducted in America in 1923, when 240 teachers, representing 240 schools or departments of English, were asked to state which qualities they sought to measure. The result of this particular experiment indicated that the average teacher preferred to mark by a vague personal standard of 'general merit,' his final estimate depending on his personal stress on a particular element or elements.

Assuming the adoption of an agreed diagnostic scale, how far does that assist in the *classification* of large groups of children? How are we to meet the difficulty that even with an agreed scale there still remains the problem of securing agreement in the application of the scale, so that 50 per cent. in one school, or class, or group may not be of more value than 60 per cent. in another?

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The problem is by no means a new one. American educational experts have for years been at grips with it in relation to other subjects, for it is a problem which exists whenever we are dealing with the measurement of achievement or ability in any subject. For instance, even in mathematics Starch and Elliot found that a hundred experienced teachers gave marks ranging from 28 to 90 to the same answers in an actual examination paper. The solution offered in the case of arithmetic, spelling, reading, and writing has been the production of objective units of measurement. From these, American experts were led to seek a similar solution in the case of composition-marking. Their experiments, carried on over a period of several years, offer results to which one naturally turns for guidance in attempting to discover a solution of our own difficulties here.

The procedure followed by any experienced examiner is to read through a number of scripts before beginning to mark, then, after marking, to select a few as representing typical ability, and to keep these selected compositions before him as his standard guides. It is this procedure which constitutes the basis of all American endeavours to produce objective units of composition measurement. Instead, however, of leaving the selection of the 'standard scripts' to the personal predilection of an individual examiner, the selection is the result of the median judgment of a large number of skilled examiners (in some cases over four hundred). The specimen compositions with the scale values attached form standard scales. By a process of matching with the standard scales the compositions which are to be assessed examiners and teachers are able to measure more objectively than when they are left to apply a purely personal judgment to the assessing.

There are many of these scales in general use in America, and a large number of local scales are used in various schools. All the well-known existing scales for objective

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measurement can be said to belong to one of two types: (a) scales for measuring general composition merit, or (b) analytic scales for rating specific composition qualities. To the former class belong the Hillegas, the Thorndike, the Trabue, the Breed and Frostic, the Hudelson, and the Lewis Narration Scales. To the latter belong the Harvard-Newton, the Willing, and the Van Wagenen Scales. They vary considerably both in scope and in nature. Up to the present they have not been given in this country the consideration they deserve.

There is considerable volume of evidence to be found in the published results of the American experiments, characterized by American thoroughness and an American wealth of statistical data. This evidence shows quite clearly and unmistakably that the use of standard scales produces two results: (a) it diminishes the personal equation to a striking degree by giving the examiner an external standard of measurement; (b) it enables the teacher-examiner to have a clearer idea of the value of diagnostic classification.

The one attempt to present units of objective measurement in this country was made by Dr Boyd. He worked out a scale of twenty-six essays all written on the same subject divided into seven classes, called Excellent, Very Satisfactory, Satisfactory +, Satisfactory, Satisfactory -, Moderately Satisfactory, Unsatisfactory. His scale is based on the classification of the median examiner, and differs from the American scales in that the compositions are not measured from zero and their value is not expressed in terms of comprehensible units.

From a study of their reactions one can readily see the value of the American scales in assessing the composition work of American children and in steadying the judgment of American teachers. As units of measurement for the composition work of English children, however, they are not reliable. All such units can be valid only within a

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group with the same or similar training and opportunities. These American scales have grown out of totally different conditions of environment, training and outlook, and grading, and the reactions to the tests are totally different when they are used in this country. Dr Boyd's scale meets the requirements of English environment and training, but the amount of material at his disposal was unduly limited in comparison with the American experiments, and the scale is incomplete. Even this incomplete scale, however, offers the clearest indication that the only reliable method of eliminating variability is by adopting as a standard the composite judgment of a number of examiners.

The need for some such objective unit of measurement made itself apparent in Northamptonshire when the assessment of the composition work in the Annual Schools Examination of the county came to be entrusted to a panel of teacher-examiners under the present writer. A marking schedule based on the results of one of the American experiments mentioned above was provisionally adopted and a scale of specimen compositions, representing the composite judgment of the panel, arranged. This scale was then used throughout the examination as a standard scale against which all the compositions were matched and marked. Details of the marking schedule and of the standard scale of specimens were published each year in the annual report issued to all the schools of the county. Even under these restrictions the method proved so successful in eliminating variation and in reducing the personal equation of examiners to a minimum that it offered clear indication of the desirability of extending the experiment to include a number of teachers sufficiently large to make the median judgment based on the actual achievement of English school-children of one age group of real value.

The Northamptonshire Education Committee therefore

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sanctioned the carrying out of experimental work on these lines.

Reference has been made to the two main requirements: (a) an agreed diagnostic scale, (b) a standard of classification based on specimen compositions arranged in the order indicated by the median judgment of a body of examiners.

The next two chapters deal with the experimental work carried out on these two lines. For the purposes of (a) a printed *questionnaire* was circulated to 209 county teachers who had volunteered to take part in the experiment. For the purposes of (b) a series of fifty graded compositions, written in the Annual Schools Examination and marked by the panel of teacher-examiners above mentioned, was selected. These were printed with the examiners' marks erased and with no clues to the grading given and circulated to the 209 volunteers, together with the schedule of marks actually employed in the examination for which the compositions were written.

CHAPTER II

THE DIAGNOSTIC SCALE

THE *questionnaire* put three direct questions to 209 teachers:

- (1) What are the qualities you seek to reward when you are marking composition?
- (2) Upon what basis do you apportion marks among these qualities, or, alternatively, do you mark on 'general merit' only?
- (3) Do you consider that spelling errors should be penalized in composition? If so, what do you consider the most satisfactory basis of assessing spelling?

Replies were submitted by 186 teachers.

The results of the experiment carried out in American schools in 1923 (see page 13) indicated a decided preference for a 'general merit' mark, as against an analytic scale covering various elements. The analysis of the replies of the 186 Northamptonshire teachers is in striking contradiction, for only fifty-five declare in favour of marking on 'general merit,' while 123 prefer to mark on an analytic scale, and eight would use both, the former for class work and the latter for examination work. It is interesting to note that many teachers entertain the idea that the marking of examination compositions (in such examinations as the Annual Schools Examination) takes considerably less time than the marking of class compositions!

A more detailed analysis of the replies indicates a probable reason for this decided preference for analytic scales. Six of the teachers give as their scale the actual A.S.E. scale utilized in the county Annual Schools Examination and published in the annual reports, while

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a considerable proportion of the teachers show undeniable indebtedness to the A.S.E. scale. At first glance this might seem to minimize the value of the experimental work, since it was desired to ascertain the unbiased personal opinion of each individual teacher. A closer view, however, emphasizes, in this acceptance of the guiding principles of the A.S.E. scale, the immediate response to a felt need for diagnostic scales, and thus confirms the validity of the experiment.

The marking scale used in the county Annual Schools Examination, and based on the results of American experiments, has three separate assessments, labelled, for convenience, (A) *Thought*, (B) *Structure*, and (C) *Mechanics*. In setting down the qualities selected in their composition assessment the teachers have, to a surprising degree, conformed to these three sections, while varying in the relative value attached to each. The large majority of the teachers indicate these general sections only, under various names, but corresponding to the above-mentioned three sections; some give detailed analyses into component elements of each of the three sections. A considerable proportion of the teachers who divide (A) *Thought* and (B) *Structure* into component elements show close agreement with the details laid down in the A.S.E. scale. Coherence and unity, clarity, of both thought and expression, originality, the organization of ideas logically grouped, vocabulary, sentence unity and construction—all these are indicated.

In some cases it is difficult to disentangle (A) *Thought*, (B) *Structure*, and (C) *Mechanics* when it comes to assigning a specific value to each section, some teachers including vocabulary with spelling and writing, for instance, or sentence construction with originality, and one mark value covering the combined qualities.

The following indicates in tabulated form the variations in the relative weighting of the three main sections:

(A) THOUGHT		(B) STRUCTURE		(C) MECHANICS	
Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners
75	2	80	2	66 $\frac{2}{3}$	1
70	8	75	1	60	1
60	5	70	3	50	3
57 $\frac{1}{2}$	1	67	1	40	2
50	20	66 $\frac{2}{3}$	1	35	2
45	3	65	3	33 $\frac{1}{3}$	6
40	28	60	7	30	13
36	1	56	1	25	6
35	2	50	13	20	27
33 $\frac{1}{3}$	5	45	2	16 $\frac{2}{3}$	1
32	1	44	1	15	6
30	7	42 $\frac{1}{2}$	1	13	1
25	3	40	24	12	1
20	14	35	6	10	16
15	2	33 $\frac{1}{3}$	5	None stated	15
None stated (A) and (B) marked as one	5	30	18	Not detachable from Structure	
	16	25	6	Assessment based on deduction from (A) + (B)	7
Total	123	20	5		
		15	2		
		None stated	2		
		Not detachable	19		
		Total	123	Total	15
					123

THOUGHT AND STRUCTURE COMBINED AS ONE SECTION	
Assessment in Marks per cent.	No. of Examiners
80	1
75	3
70	4
66 $\frac{2}{3}$	4
60	1
50	2
33 $\frac{1}{3}$	1
Total	16

THE DIAGNOSTIC SCALE

It is clear from the above analysis that there exists a wide divergence of opinion among the examiners concerning the relative importance of *Thought*, *Structure*, and *Mechanics*. Nineteen examiners consider *Structure* of more value in terms of marks than *Thought*; nine examiners consider *Mechanics* of more value than *Structure*; five examiners consider *Mechanics* of more value than *Thought*.

The median judgment—i.e., the judgment expressed by the median person—gives *Thought* and *Structure* equal value, and considerably more weight to *Mechanics* than was anticipated. The median judgment of the eighty-six examiners who allot a specific and positive mark for *Mechanics* gives the value of the assessment for *Mechanics* as 20 per cent. It is therefore of importance to discover what composition elements under the general heading *Mechanics* carry most weight in the opinion of examiners.

Spelling is included by fifty-six examiners, punctuation by thirty-six, writing by thirty-seven, neatness by twenty-two, grammar by twenty-nine. Some examiners give a specific mark to each element; others combine two or three under one mark value.

These are the tabulated details of the total assessments allowed for separate elements:

SPELLING		WRITING		PUNCTUATION		NEATNESS		GRAMMAR	
Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners
33 $\frac{1}{3}$	1	33 $\frac{1}{3}$	1	33 $\frac{1}{3}$	1	30	1	20	2
25	1	25	1	30	1	20	1	16 $\frac{2}{3}$	1
20	1	20	1	25	2	15	1	15	1
16 $\frac{2}{3}$	1	16	1	20	1	10	1	10	2
15	16	10	8	10	3	5	4	Total	6
12	1	5	5	5	2	3	1		
10	2	Total	17	Total	10	Total	9		
5	3								
Total	26								

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These are the details for the combined assessments :

SPELLING AND NEATNESS		SPELLING AND GRAMMAR		SPELLING AND WRITING	
Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners
10	2	25	1	33 $\frac{1}{3}$	1
5	1	20	2	20	2
		10	1	10	4
Total	3	5	1	Total	7
		Total	5		

SPELLING AND PUNCTUATION		GRAMMAR AND PUNCTUATION		WRITING AND PUNCTUATION	
Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners
33 $\frac{1}{3}$	1	25	1	20	1
20	2	20	1		
		10	6	Total	1
Total	3	5	2		
		Total	10		

WRITING AND NEATNESS		SPELLING, NEATNESS, AND WRITING		SPELLING, GRAMMAR, AND PUNCTUATION	
Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners	Assessment in Marks per cent.	No. of Examiners
25	1	25	1	50	1
15	1	20	2	30	3
10	2			20	2
5	1	Total	3	16 $\frac{2}{3}$	1
Total	5			Total	7

THE DIAGNOSTIC SCALE

SPELLING, WRITING, AND PUNCTUATION		NEATNESS, WRITING, AND PUNCTUATION		NEATNESS, GRAMMAR, AND PUNCTUATION		WRITING, PUNCTUATION, AND PARAGRAPHING	
Assess- ment in Marks per cent.	No. of Exam- iners	Assess- ment in Marks per cent.	No. of Exam- iners	Assess- ment in Marks per cent.	No. of Exam- iners	Assess- ment in Marks per cent.	No. of Exam- iners
50	1	25	1	20	1	26 $\frac{2}{3}$	1
24	1						
Total	2	Total	1	Total	1	Total	1

Spelling, writing, and neatness, the purely mechanical elements of composition work, are therefore considered by a considerable proportion of the examiners who give a scale of marks as one measure of composition ability, carrying a positive mark value. A further analysis of the replies to Question (1) of the *questionnaire* provides additional details concerning the general attitude to spelling. Of all the 186 examiners twenty-eight definitely declare against the inclusion of spelling in a test of composition ability; ninety-three declare, without qualification, in favour of including spelling as an important integral part of composition assessment; the remaining examiners, while in favour of including spelling, do so with qualifications—forty-six considering that words within the class and age range should be assessed for spelling, but that difficult or exceptional words, outside the usual range of vocabulary, should be excluded. Eleven would penalize careless errors only; five would penalize all errors *except* careless errors; three would penalize only those errors arising from grammatical mistakes—*e.g.*, confusion of 'there' and 'their.'

It is clear that a preponderance of the examiners consider spelling an important element in composition work.

Reference has been made above to the examiners who include in their marks schedule a positive mark value for

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spelling, and their total allowance for spelling has been indicated in the above table. These deduct marks for spelling errors from the spelling allowance. Other examiners, with no positive mark value for spelling, deduct marks for spelling errors from the aggregate marks for the composition. Twenty-nine examiners give their scale of deductions from the combined marks for *Thought* and *Structure*. Of these, two deduct up to a maximum percentage of 20, two deduct up to a maximum of 15 per cent., twenty up to a maximum of 10 per cent., three up to a maximum of 5 per cent., one deducts up to a maximum of 4 marks, one up to a maximum of 6 per cent. The actual scale of deduction itself reveals variation. Four examiners deduct 1 mark for each error; one examiner deducts 1 mark per ten errors; eighteen deduct a half-mark per error; eleven deduct a quarter-mark per error. The remaining examiners do not specify their deduction.

SUMMARY

We see, therefore, revealed great diversity of judgment, even where there is apparent an acceptance of guiding principles from the published Annual Schools Examination reports on composition-marking, and even in the assessing of the purely mechanical elements of composition. The whole of the preceding analysis of the replies to the *questionnaire* points to the following conclusions:

(1) The teachers associated with the experiment show a majority preference for an analytic scale of marks in assessing composition achievement, rather than for a 'general merit' assessment.

(2) All the teachers concerned (even those who mark on a 'general merit' basis) have in mind a division of composition achievement into general sections, corresponding to the three sections labelled, for convenience' sake, *Thought*, *Structure*, and *Mechanics*.

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(3) The median judgment indicates an equal value for *Thought* and *Structure*, and half that value for *Mechanics*.

(4) The unexpectedly high value given to *Mechanics* reveals a general tendency to include spelling as an important element in the measurement of composition ability.

(5) The published reports on the composition-marking of the Annual Schools Examination have undoubtedly influenced the attitude of the majority of the teachers in so far as the general principles of selection are concerned, but the median judgment, giving equality to *Thought* and *Structure* and a 20 per cent. value to *Mechanics*, is in direct disagreement with the weighting of the Annual Schools Examination scale.

(6) The diversity of opinion concerning the relative importance of the different elements reveals the need for some objective standard of measurement to serve the double function of diagnosis and classification.

Reference will be made in a later chapter to the application of the above conclusions to the formulation of an appropriate diagnostic scale.

CHAPTER III

THE MARKING SCALE (OR CLASSIFICATION)

INFORMATION having been acquired concerning the ordinary, everyday method of marking used by the 186 teachers who submitted replies to the *questionnaire*, the next step was to ascertain their *standard* of classification. This was considerably simplified by the fact which emerged from the analysis of the replies to the *questionnaire*—that the main divisions of the A.S.E. composition-marking schedule were accepted by the large majority of the teachers.

Fifty graded specimens were circulated to the 209 volunteers, together with copies of the marking instructions used in the A.S.E. scale (see Appendix*). From this it can be seen that the schedule not only apportioned marks among the main divisions, but, in addition, suggested main grades of merit within each division, with specific mark intervals, in order to secure the closest possible agreement on the classification of the work. Had the fifty essays been submitted to the unfettered personal judgment of the volunteer markers a wide divergence in assessment, coincident with the divergence indicated in the previous chapter, would have been inevitable.

It was hoped that the provision of a detailed schedule of marks would, to some extent, diminish the range of variation, even though the scale itself did nothing to provide an objective standard of measurement.

The amazing extent of variation in standard, as revealed by the analysis of the assessments submitted, was therefore not fully anticipated.

The fifty compositions were selected from some two thousand written in the Annual Schools Examination.

THE MARKING SCALE (OR CLASSIFICATION)

Ten were selected on each of five subjects set, and they covered every grade of work from 100 per cent. to 0. They were numbered 1 to 50 after having first been shuffled, so that the numbered order would in no way suggest a grading. The five subjects were: (1) Election Day, (2) A Snowstorm, (3) Guy Fawkes Day, (4) The Old Apple-tree in Spring, in the Autumn, and in the Winter, (5) a story called "Moonland."

The examiners who had formed the composition panel in the Annual Schools Examination, and who had already assessed the work, were not allowed to participate in the experiment.

Of the 209 teachers to whom copies of the fifty essays and marking instructions were sent 200 responded. One of the 200 nullified his contribution by disregarding the given schedule of marks and using his own scale. For practical purposes, therefore, there remained 199 separate assessments of each of the fifty essays, all based on the same schedule of marks.

The results can only be fully appreciated in tabulated form. They are therefore set out as follows :

Table	I. Distribution of Marks
„	II. Place Values and Grades
„	III. Mark Values (Total)
„	IV. Mark Values (Thought)
„	V. Mark Values (Structure)
„	VI. Mark Values (Mechanics)
„	VII. Spelling Deductions

Table I shows the distribution of marks. For this purpose the median and quartile descriptions are used. The *median* gives the central tendency, the *middle measure*. It is more convenient and easy to use as the description of the central tendency than the one more commonly used in schools—the 'average.' A distribution, however, is incompletely described if only the median, or middle, score is

NORTHAMPTONSHIRE COMPOSITION SCALE

given. The median, or middle, value does no more than locate the *middle* of the distribution; it does not indicate the *width* of the distribution, the scattering of the mass.

There is a simple way to measure this: to divide the measures in the distribution into quarters, or quartiles. The top quartile, or upper quartile, measure is thus the value of the first quarter point; the median is the half, and the lower quartile the three-quarter point. The difference between the top and bottom quarters is the interquartile range.

TABLE I DISTRIBUTION OF MARKS

UPPER QUARTILE		UPPER QUARTILE— <i>contd.</i>		MEDIAN		MEDIAN— <i>contd.</i>	
Mark	No. of Exam- iners	Mark	No. of Exam- iners	Mark	No. of Exam- iners	Mark	No. of Exam- iners
48	1	Bt. fd.	183	41	1	Bt. fd.	80
47	1	32	5	40.5	1	30	6
46	1	31	2	40	2	29.5	2
45	4	30	1	39	4	29	9
44	10	29	1	38	2	28.5	6
43	7	27	2	37.5	4	28	9
42	20	25	2	37	4	27.5	8
41.5	1	23	1	36.5	1	27	16
41	12	22	2	36	2	26.5	9
40	16	Total	199	35.5	4	26	6
39.5	1			35	6	25.5	8
39	9			34.5	3	25	11
38	15			34	6	24.5	3
37	17			33.5	2	24	5
36.5	2			33	9	23.5	3
36	27			32.5	6	23	4
35	11			32	9	22.5	2
34.5	1			31.5	4	22	2
34	18			31	7	20	3
33	9			30.5	3	19	1
Cd. fd.	183			Cd. fd.	80	Cd. fd.	193

DISTRIBUTION OF MARKS—continued

MEDIAN—contd.		LOWER QUARTILE		LOWER QUARTILE—contd.		INTERQUARTILE RANGE	
Mark	No. of Exam- iners	Mark	No. of Exam- iners	Mark	No. of Exam- iners	Range	No. of Exam- iners
Bt. fd.	193	33	2	Bt. fd.	186	27	1
17.5	1	32	4	13	7	25	3
17	2	31	4	12	2	24.5	1
16.5	1	30	2	11	3	24	3
15.5	1	29	3	6	1	22	7
15	1	28	3	Total	199	21	12
Total	199	27	12			20	14
		26	10			19	14
		25.5	1			18.5	2
		25	9			18	20
		24	6			17	20
		23	18			16.5	1
		22	6			16	16
		21	24			15.5	1
		20	15			15	26
		19.5	2			14.5	1
		19	18			14	18
		18	18			13	10
		17	10			12	11
		16.5	1			11	11
		16	9			10.5	1
		15	5			10	4
		14	4			9	2
		Cd. fd.	186			Total	199

TABLE II
PLACE¹ VALUES AND GRADES (I, II, III, IV, AND ZERO)

COMPOSITION 1				COMPOSITION 2				COMPOSITION 2— <i>contd.</i>			
Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners
I	19	I	162	I	I	I	65	Bt. f.	148		
=I	3	II	37	=I	I	II	114	24	5		
2	23			3	3	III	13	25	9		
=2	4	Total	199	4	2	IV	7	26	5		
3	20			=4	I			27	4		
=3	I			5	3	Total	199	28	3		
4	23			6	3			29	3		
=4	4			7	2			30	2		
5	15			8	4			31	4		
=5	I			=8	I			33	I		
6	11			9	6			34	4		
=6	I			10	4			35	3		
7	12			11	8			36	2		
=7	3			=11	3			37	I		
8	8			12	3			38	2		
=8	I			13	11			39	I		
9	11			=13	3			41	I		
10	7			14	12			46	I		
11	5			15	5						
12	6			16	6			Total	199		
13	3			=16	2						
14	4			17	7						
15	2			18	10						
16	2			=18	I						
=16	I			19	9						
18	3			20	13						
=18	2			=20	I						
19	I			21	5						
20	I			=21	I						
21	I			22	9						
25	I			23	8						
Total	199			Cd. f.	148						

¹ The equal sign sometimes accompanying a figure in the place column signifies equal for that place which the figure denotes.

PLACE VALUES AND GRADES—continued

COMPOSITION 3				COMPOSITION 3—contd.				COMPOSITION 4—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
4	1	I	30	Bt. f.	145			Bt. f.	40		
5	1	II	121		34	6		=18	2		
6	1	III	43		35	10		19	11		
7	1	IV	5	=35	1			=19	1		
8	2			36	3			20	11		
11	1	Total	199	37	9			=20	3		
=11	2			38	3			21	7		
12	1			39	5			22	7		
13	2			=39	1			=22	2		
14	1			40	7			23	14		
15	5			41	2			24	9		
=15	1			42	1			=24	1		
16	2			43	1			25	6		
17	3			44	3			26	8		
=17	3			45	2			=26	1		
18	9			Total	199			27	8		
=18	1							=27	1		
19	8			COMPOSITION 4				28	7		
20	4			Place	No. of Exam- iners	Grade	No. of Exam- iners	=28	1		
=20	1							29	6		
21	1			7	1	I	23	=29	1		
22	8			10	2	II	131	30	5		
=22	1			=10	1	III	42	31	4		
=23	3			11	3	IV	3	32	3		
24	4			12	1			33	6		
=24	3			=12	1	Total	199	34	3		
25	7			13	3			=34	2		
26	6			14	5			35	6		
=26	2			=14	1			=35	1		
27	7			15	4			36	6		
28	10			16	8			37	4		
29	10			=16	2			=37	1		
=29	2			17	3			38	4		
30	7			=17	1			39	2		
=30	2			18	4			40	1		
31	9							42	1		
32	4							43	1		
=32	1							44	1		
33	8							46	1		
Cd. f.	145			Cd. f.	40			Total	199		

PLACE VALUES AND GRADES—*continued*

COMPOSITION 5				COMPOSITION 6				COMPOSITION 6— <i>contd.</i>			
Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners
17	I	II	54	18	2	I	3	Bt. f.	189		
20	I	III	83	19	2	II	121	44	5		
22	I	IV	53	20	2	III	65	46	4		
24	I	Zero	9	21	3	IV	10	48	1		
25	I			22	5						
26	I	Total	199	23	7	Total	199	Total	199		
27	2			24	2			COMPOSITION 7			
29	3			=24	I			Place	No. of Examiners	Grade	No. of Examiners
30	2			25	5						
=30	I			26	4			9	I	I	7
31	3			27	2			10	I	II	93
32	4			=27	I			18	I	III	82
33	8			28	8			19	4	IV	16
34	5			=28	I			20	2	Zero	I
=34	I			29	7			=22	I	Total	199
35	9			=29	2			23	4		
=35	I			30	7			24	I		
36	2			=30	2			=24	I		
=36	2			31	13			25	2		
37	15			32	13			=25	I		
38	10			=32	2			26	3		
=38	I			33	8			27	5		
39	11			=33	I			28	5		
=39	2			34	10			29	7		
40	11			=34	I			=29	I		
41	22			35	6			30	8		
=41	I			=35	I			=30	I		
42	10			36	8			31	8		
43	18			=36	I			=31	3		
=43	I			37	11			32	10		
44	15			=37	2			=32	I		
=44	2			38	8			33	8		
45	17			=38	2			34	5		
=45	I			39	8			=34	3		
46	6			=39	I						
47	2			40	13						
=47	2			41	4						
49	2			42	7						
50	I			43	6						
Total	199			Cd. f.	189			Cd. f.	87		

PLACE VALUES AND GRADES—continued

COMPOSITION 7—contd.				COMPOSITION 8—contd.				COMPOSITION 8—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	87			Bt. f.	47			Bt. f.	196		
35	6			=11	3			39	1		
36	11			12	6			40	1		
37	13			13	13			49	1		
38	11			14	6			Total	199		
=38	2			=14	1			COMPOSITION 9			
39	13			15	5			Place	No. of Exam- iners	Grade	No. of Exam- iners
40	14			16	11			28	1	II	20
=40	1			=16	2			32	1	III	69
41	3			17	10			=32	1	IV	90
42	8			18	10			35	1	Zero	20
=42	2			=18	2			36	3		
43	10			19	7			38	5	Total	199
44	6			=19	1			=38	1		
45	5			20	7			39	8		
46	2			=20	3			=39	1		
47	4			21	9			40	5		
=47	1			22	9			41	11		
Total	199			23	4			=41	2		
COMPOSITION 8				=23	1			42	15		
Place	No. of Exam- iners	Grade	No. of Exam- iners	24	3			43	13		
=1	1	I	55	25	6			=43	1		
=5	1	II	128	=25	1			44	28		
6	5	III	14	26	1			=44	3		
=6	1	IV	2	27	6			45	26		
7	4			28	5			=45	1		
=7	1	Total	199	=28	2			46	22		
8	7			29	3			=46	2		
=8	1			30	1			47	18		
9	10			31	1			=47	2		
10	3			32	1			48	17		
11	13			=32	1			49	6		
				33	1			=49	1		
				34	1			50	4		
				35	1			Total	199		
				36	2						
				38	1						
				=38	1						
Cd. f.	47			Cd. f.	196						

PLACE VALUES AND GRADES—*continued*

COMPOSITION 10				COMPOSITION 10— <i>contd.</i>				COMPOSITION 11— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
3	1	I	13	Bt. f.	138			Bt. f.	63		
9	1	II	101	=35	2			47	30		
10	1	III	64	36	11			=47	6		
=10	1	IV	19	=36	2			48	34		
11	1	Zero	2	37	10			=48	1		
12	1			=37	1			49	39		
13	1	Total	199	38	8			=49	2		
14	1			39	9			50	24		
=14	1			40	1			Total	199		
15	3			41	4			COMPOSITION 12			
=16	2			42	3			Place	No. of Exam- iners	Grade	No. of Exam- iners
17	1			43	7			9	1	I	15
18	4			=43	1			13	1	II	113
=18	1			45	1			15	1	III	51
19	2			46	1			16	1	IV	20
=19	2			Total	199			17	3		
20	9			COMPOSITION 11				18	4	Total	199
21	3			Place	No. of Exam- iners	Grade	No. of Exam- iners	=18	1		
=21	1			31	1	II	9	19	1		
22	5			35	2	III	37	20	5		
23	7			36	1	IV	104	=20	2		
24	5			38	2	Zero	49	21	7		
25	6			40	2			=21	1		
26	7			41	1	Total	199	22	5		
=26	1			42	4			=22	1		
27	6			43	2			23	7		
=27	1			=43	1			=23	1		
28	10			44	7			24	6		
=28	2			=44	1			=24	1		
29	10			45	15			25	10		
30	6			=45	2			=25	1		
=30	1			46	21			26	9		
31	8			=46	1			=26	1		
=31	1										
32	10										
33	4										
=33	1										
34	5										
35	5										
Cd. f.	138			Cd. f.	63			Cd. f.	70		

PLACE VALUES AND GRADES—continued

COMPOSITION 12—contd.				COMPOSITION 13				COMPOSITION 13—contd.			
Place	No. of Exam-iners	Grade	No. of Exam-iners	Place	No. of Exam-iners	Grade	No. of Exam-iners	Place	No. of Exam-iners	Grade	No. of Exam-iners
Bt. f.	70			I	I	I	86	Bt. f.	186		
27	8			=I	I	II	87	33	3		
=27	I			2	2	III	21	35	2		
28	8			3	4	IV	5	36	I		
29	9			4	4			37	2		
=29	I			5	6	Total	199	=37	I		
30	16			=5	I			38	I		
=30	I			6	7			40	I		
31	8			7	II			42	I		
32	5			=7	2			46	I		
=32	I			8	9			Total	199		
33	6			9	6			COMPOSITION 14			
=33	I			10	8			Place	No. of Exam-iners	Grade	No. of Exam-iners
34	7			II	13						
=34	2			=II	I			7	I	I	8
35	9			12	10			9	2	II	120
36	6			=12	2			14	I	III	59
=36	I			13	5			15	3	IV	11
37	8			=13	I			16	I	Zero	I
38	2			14	9			18	4		
=38	I			15	8			=18	I	Total	199
39	6			16	10			20	2		
40	5			17	7			=20	I		
41	4			=17	I			21	2		
42	6			18	7			22	3		
=42	I			19	5			23	8		
43	2			20	3			=23	I		
44	I			21	2			24	6		
45	I			22	8			25	6		
46	I			23	5			=25	I		
=48	I			24	4			26	8		
				=24	2			=26	I		
Total	199			25	3			27	5		
				26	5			=27	3		
				27	3			Cd. f.	60		
				28	2						
				29	3						
				30	3						
				31	2						
				Cd. f.	186						

PLACE VALUES AND GRADES—*continued*

COMPOSITION 14— <i>contd.</i>				COMPOSITION 15				COMPOSITION 15— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	60			=1	2	I	82	Bt. f.	186		
28	5			2	3	II	106	28	2		
29	6			=2	1	III	10	=28	1		
=29	2			3	4	IV	1	29	1		
30	3			=3	1			=29	1		
31	8			4	6	Total	199	30	2		
=31	1			5	8			31	1		
32	7			6	8			=31	1		
=32	2			=6	1			32	1		
33	11			7	13			33	1		
=33	1			=7	2			35	2		
34	17			8	9			Total	199		
35	5			9	8			COMPOSITION 16			
=35	1			10	11			Place	No. of Exam- iners	Grade	No. of Exam- iners
36	7			11	6						
37	8			=11	2			I	1	I	50
38	9			12	7			4	1	II	133
=38	2			=12	1			6	3	III	16
39	7			13	5			7	1		
40	6			=13	1			=7	3	Total	199
=40	2			14	11			8	2		
41	5			=14	1			9	4		
=41	2			15	10			10	1		
42	4			16	4			11	4		
=42	1			17	8			12	6		
43	4			=17	1			=12	1		
44	5			18	8			13	11		
45	3			=18	2			=13	2		
46	1			19	11			14	11		
47	1			20	9			=14	4		
48	3			=20	1			15	7		
Total	199			21	3			=15	1		
				=21	1			16	7		
				22	4			=16	1		
				23	3			Cd. f.	71		
				24	3						
				25	2						
				26	4						
				27	1						
				Cd. f.	186						

PLACE VALUES AND GRADES—continued

COMPOSITION 16— <i>contd.</i>				COMPOSITION 17				COMPOSITION 17— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	71			8	2	I	26	Bt. f.	185		
17	11			9	3	II	139	35	2		
=17	1			10	2	III	27	=35	1		
18	8			11	2	IV	6	38	3		
=18	2			=11	1	Zero	1	39	3		
19	13			=12	1			40	3		
20	7			13	4	Total	199	41	1		
=20	3			14	3			44	1		
21	7			=14	1			Total	199		
22	8			16	10			COMPOSITION 18			
=22	1			=16	2			Place	No. of Exam- iners	Grade	No. of Exam- iners
23	8			17	10			12	1	I	1
24	10			18	5			16	1	II	69
=24	1			=18	1			18	1	III	97
25	17			19	3			21	1	IV	30
26	6			20	15			24	1	Zero	2
=26	1			=20	1			=24	1		
27	5			21	11			25	3	Total	199
28	6			22	14			26	2		
=28	1			=22	1			27	1		
29	2			23	10			=27	1		
30	3			=23	1			28	2		
31	1			24	11			29	3		
32	2			25	10			=29	2		
33	1			=25	1			30	11		
34	1			26	9			=30	1		
37	1			=26	2			31	4		
39	1			27	3			32	11		
Total	199			=27	1			33	11		
				28	14			=33	1		
				=28	1			34	6		
				29	5			=34	2		
				=29	2			35	8		
				30	5			Cd. f.	75		
				31	6						
				=31	2						
				32	4						
				33	3						
				34	3						
				Cd. f.	185						

PLACE VALUES AND GRADES—continued

COMPOSITION 18—contd.				COMPOSITION 19—contd.				COMPOSITION 20			
Place	No. of Exam-iners	Grade	No. of Exam-iners	Place	No. of Exam-iners	Grade	No. of Exam-iners	Place	No. of Exam-iners	Grade	No. of Exam-iners
Bt. f.	75			Bt. f.	61			I	9	I	159
=35	1			=7	1			=1	4	II	39
36	12			8	10			2	26	III	I
37	8			=8	4			=2	4		
=37	2			9	9			3	31	Total	199
38	17			=9	1			=3	1		
=38	3			10	14			4	15		
39	9			=10	3			=4	1		
=39	3			11	12			5	16		
40	11			12	19			=5	3		
=40	1			13	10			6	15		
41	12			14	10			=6	2		
42	14			15	8			7	10		
=42	1			16	6			=7	2		
43	10			17	7			8	7		
44	10			18	2			=8	1		
45	5			=18	2			9	3		
46	1			19	2			=9	1		
47	3			=20	1			10	5		
48	1			21	3			11	9		
Total	199			22	3			=11	1		
COMPOSITION 19				=22	1			12	8		
Place	No. of Exam-iners	Grade	No. of Exam-iners	23	1			13	3		
1	2	I	109	24	4			14	2		
2	2	II	85	=24	1			15	3		
=2	2	III	5	30	1			16	3		
3	5			31	1			17	3		
4	12	Total	199	33	1			=17	1		
5	7			39	1			20	3		
=5	3			Total	199			22	2		
6	17							25	1		
=6	2							26	2		
7	9							30	1		
Cd. f.	61							33	1		
								Total	199		

PLACE VALUES AND GRADES—continued

COMPOSITION 21				COMPOSITION 21—contd.				COMPOSITION 22—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
12	1	I	5	Bt. f.	181			Bt. f.	145		
14	2	II	106	42	6			14	6		
15	1	III	76	43	2			=14	2		
=16	1	IV	11	=43	1			15	9		
21	3	Zero	1	44	5			16	4		
22	3			45	1			17	5		
23	2	Total	199	46	3			18	3		
24	4			Total	199			=18	2		
=24	1							19	7		
25	5			COMPOSITION 22				20	2		
=25	1							21	2		
26	3			Place	No. of Exam- iners	Grade	No. of Exam- iners	22	2		
=26	1							23	1		
27	6							24	1		
=27	1							25	2		
28	7			I	7	I	106	=25	1		
=28	1			=1	1	II	84	26	2		
29	6			2	3	III	7	27	2		
=29	3			=2	2	IV	2	=32	1		
30	7							Total	199		
=30	1			3	14						
31	13			=3	2	Total	199	COMPOSITION 23			
32	13			4	12			Place	No. of Exam- iners	Grade	No. of Exam- iners
33	10			=4	4						
=33	1			5	14			=7	1	I	17
34	7			6	14			8	3	II	96
=34	2			7	16			9	1	III	65
35	12			=7	1			10	2	IV	19
=35	3			8	14			11	2	Zero	2
36	11			=8	2			12	2	Total	199
=36	1			9	8			13	3		
37	11			=9	2			14	2		
38	11			10	6			=14	1		
=38	2			=10	2			15	1		
39	13			11	3			16	2		
=39	1			=11	2						
40	2			12	6						
=40	1			13	9						
41	7			=13	1						
Cd. f.	181			Cd. f.	145			Cd. f.	20		

PLACE VALUES AND GRADES—continued

COMPOSITION 23—contd.				COMPOSITION 23—contd.				COMPOSITION 24—contd.			
Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners
Bt. f.	20			Bt. f.	189			Bt. f.	159		
=16	1			41	2			=14	3		
17	5			42	2			15	7		
18	4			43	5			=15	1		
19	9			45	1			16	8		
20	2			Total	199			17	2		
21	6							18	4		
=21	2			COMPOSITION 24				19	1		
22	6			Place	No. of Examiners	Grade	No. of Examiners	20	3		
=22	2							21	5		
23	5			I	3	I	154	22	1		
24	9			2	9	II	43	23	2		
=24	2			=2	3	III	2	24	1		
25	6			3	13	Total	199	25	2		
=25	1			=3	1			Total	199		
26	7			4	14	COMPOSITION 25					
=26	3			=4	2	Place	No. of Examiners	Grade	No. of Examiners		
27	11			5	11						
28	4			=5	1						
=28	2			6	12			28	I	II	12
29	6			=6	1			29	I	III	91
=29	1			7	10			30	I	IV	93
30	5			=7	2			32	2	Zero	3
31	6			8	17			34	3	Total	199
32	9			=8	2			35	I		
33	6			9	11			=35	I		
=33	1			10	10			36	4		
34	7			=10	4			37	1		
=34	1			11	10			38	5		
35	5			=11	1			=38	1		
36	4			12	7			39	1		
=36	1			=12	1			40	7		
37	9			13	10			41	17		
=37	1			=13	1			=41	3		
38	5			14	3			42	20		
=38	2			Cd. f.	159			Cd. f.	69		
39	5										
40	7										
=40	1										
Cd. f.	189										

PLACE VALUES AND GRADES—continued

COMPOSITION 25—contd.				COMPOSITION 26—contd.				COMPOSITION 27			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	69			Bt. f.	84			4	2	I	28
=42	4			=11	2			=4	1	II	33
43	27			12	11			6	1	III	136
=43	1			13	13			8	1	IV	2
44	24			=13	1			=8	1		
=44	1			14	12			9	1	Total	199
45	28			=14	1			10	2		
=45	1			15	10			11	2		
46	25			=15	1			12	2		
47	7			16	7			=12	1		
=47	1			=16	1			13	2		
48	9			17	7			14	5		
49	2			18	1			15	3		
Total	199			19	8			16	2		
COMPOSITION 26				20	4			17	5		
Place	No. of Exam- iners	Grade	No. of Exam- iners	21	4			=17	1		
1	2	I	70	22	4			18	4		
2	3	II	121	=22	2			19	8		
=2	1	III	8	23	7			=19	1		
3	2			24	4			20	5		
=3	1	Total	199	=24	2			=20	2		
4	5			25	1			21	3		
=4	1			26	4			22	5		
5	6			27	1			=22	1		
=5	1			28	1			23	9		
6	2			=28	1			24	16		
7	8			29	2			=24	1		
8	9			30	1			25	11		
=8	3			31	1			26	8		
9	11			35	1			=26	2		
10	13			Total	199			27	13		
=10	2							=27	2		
11	14							28	8		
Cd. f.	84							29	4		
								=29	1		
								30	14		
								=30	2		
								31	7		
								=31	3		
								Cd. f.	162		

PLACE VALUES AND GRADES—continued

COMPOSITION 27—contd.				COMPOSITION 28—contd.				COMPOSITION 29			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	162			Bt. f.	54			11	1	I	3
32	6			15	7			14	1	II	91
33	3			=15	3			=18	1	III	78
=33	2			16	4			22	1	IV	26
34	8			17	12			23	2	Zero	1
=34	1			=17	2			24	2		
35	5			18	8			=24	1	Total	199
36	6			=18	4			25	8		
38	3			19	8			26	3		
39	1			=19	2			=26	1		
40	1			20	10			27	3		
46	1			=20	1			=27	2		
Total	199			21	7			28	4		
COMPOSITION 28				22	9			29	11		
Place	No. of Exam- iners	Grade	No. of Exam- iners	=22	1			=29	3		
=1	1	I	58	23	7			30	7		
3	1	II	121	24	5			31	9		
4	1	III	17	25	6			=31	1		
5	2	IV	3	=25	1			32	8		
6	2			26	9			=32	2		
=6	1	Total	199	27	2			33	6		
7	3			=27	2			34	9		
=7	1			28	5			=34	1		
8	2			29	3			35	16		
=8	1			30	3			=35	4		
9	2			31	2			36	22		
10	4			=31	1			=36	2		
=10	1			32	1			37	10		
11	6			33	2			38	7		
12	7			34	5			=38	2		
13	7			35	5			39	8		
14	10			=35	1			=39	1		
=14	2			36	2			40	5		
Cd. f.	54			38	2			41	9		
				39	1			42	6		
				40	2			=42	1		
				Total	199			43	5		
								44	5		
								45	6		
								Cd. f.	196		

PLACE VALUES AND GRADES—continued

COMPOSITION 29—contd.				COMPOSITION 30—contd.				COMPOSITION 31—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	196			Bt. f.	118			Bt. f.	19		
46	1			=18	1			47	28		
47	1			19	11			=47	5		
48	1			=19	1			48	54		
Total	199			20	7			=48	2		
COMPOSITION 30				=20	1			49	57		
Place	No. of Exam- iners	Grade	No. of Exam- iners	21	11			=49	2		
1	1	I	49	=21	1			50	32		
2	1	II	131	22	6			Total	199		
3	1	III	14	23	3			COMPOSITION 32			
4	3	IV	5	24	6			Place	No. of Exam- iners	Grade	No. of Exam- iners
5	6	Total	199	=24	2			1	4	I	136
6	7			25	3			=1	2	II	59
7	2			=25	1			2	10	III	3
=7	1			26	6			3	7	IV	1
8	3			=26	1			=3	3	Total	199
=8	2			27	5			4	12		
9	7			28	3			=4	2		
=9	1			=28	2			5	15		
10	7			29	2			=5	2		
=10	2			=29	1			6	14		
11	3			33	3			=6	1		
=11	1			34	1			7	20		
12	9			35	2			=7	2		
=12	1			36	1			8	11		
13	8			Total	199			=8	4		
=13	1			COMPOSITION 31				9	11		
14	9			Place	No. of Exam- iners	Grade	No. of Exam- iners	10	11		
=14	2			42	1	II	2	=10	2		
15	8			43	1	III	15	11	8		
16	8			44	4	IV	120	=11	1		
=16	1			45	7	Zero	62	12	13		
17	9			=45	1			=12	1		
18	14			46	5	Total	199				
Cd. f.	118			Cd. f.	19			Cd. f.	156		

PLACE VALUES AND GRADES—continued

COMPOSITION 32—contd.				COMPOSITION 33—contd.				COMPOSITION 34			
Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners	Place	No. of Examiners	Grade	No. of Examiners
Bt. f.	156			Bt. f.	31			I	52	I	181
13	5			10	7			=I	4	II	17
=13	1			=10	1			2	59	III	1
14	8			11	7			=2	2	Total	199
15	3			=11	1			3	18		
=15	1			12	10			=3	2		
16	4			=12	2			4	13		
17	5			13	8			=4	2		
19	3			14	7			5	12		
20	1			=14	1			=5	1		
22	1			15	10			6	5		
=22	1			=15	3			=6	2		
23	1			16	14			7	8		
24	1			17	5			=7	3		
25	2			18	9			8	4		
26	2			=18	4			9	1		
27	1			19	11			10	1		
28	1			20	3			=10	1		
29	2			=20	3			11	1		
Total	199			21	7			12	1		
COMPOSITION 33				22	8			13	2		
Place	No. of Examiners	Grade	No. of Examiners	=22	2			14	2		
1	1	I	6	23	7			17	1		
2	1	II	118	=23	1			27	1		
=2	1	III	14	24	2			29	1		
3	2	IV	1	=24	1			Total	199		
4	3	Total	199	25	3			COMPOSITION 35			
5	3			26	3			Place	No. of Examiners	Grade	No. of Examiners
=5	1			=26	2			18	1	I	1
6	3			=27	1			20	3	II	64
=6	1			28	7			21	1	III	80
7	3			29	5			22	3	IV	50
8	10			30	5			24	1	Zero	4
9	2			31	1			25	3	Total	199
Cd. f.	31			34	2			Cd. f.	12		
				36	1						
				37	2						
				39	1						
				40	1						
				Total	199						

PLACE VALUES AND GRADES—continued

COMPOSITION 35—contd.				COMPOSITION 36				COMPOSITION 36—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	12			14	I	I	2	Bt. f.	185		
26	3			16	I	II	87	=43	1		
=26	1			18	I	III	84	44	2		
27	6			=19	I	IV	24	45	7		
28	3			21	I	Zero	2	46	1		
29	5			22	2			47	2		
30	4			23	I	Total	199	49	1		
=30	1			24	3			Total	199		
31	4			=24	1			COMPOSITION 37			
32	11			25	1			Place	No. of Exam- iners	Grade	No. of Exam- iners
=32	1			26	4			46	8	III	7
33	10			27	5			=46	1	IV	103
=33	3			=27	3			47	3	Zero	89
34	8			28	1			=47	3	Total	199
=34	1			=28	1			48	23		
35	10			29	2			49	50		
=35	2			=29	1			=49	3		
36	5			30	3			50	108		
=36	3			=30	1			Total	199		
37	8			31	9			COMPOSITION 38			
=37	1			=31	1			Place	No. of Exam- iners	Grade	No. of Exam- iners
38	7			32	9			I	68	I	175
=38	1			33	7			=I	3	II	24
39	11			34	9			2	21	Total	199
=39	2			=34	2			=2	6		
40	16			35	10			3	22		
41	9			=35	1			=3	1		
42	15			36	6			4	22		
=42	2			37	10			Cd. f.	143		
43	8			=37	4						
44	13			38	12						
=44	2			=38	2						
45	7			39	9						
46	1			40	14						
=46	1			41	18						
47	2			=41	1						
Total	199			42	14						
				=42	2						
				43	11						
				Cd. f.	185						

PLACE VALUES AND GRADES—continued

COMPOSITION 38—contd.				COMPOSITION 39—contd.				COMPOSITION 40			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	143			Bt. f.	18			10	2	I	18
5	12			29	4			11	1	II	130
=5	1			=29	1			13	1	III	46
6	8			30	8			14	1	IV	5
=6	1			31	5			15	2		
7	2			=31	1			16	1	Total	199
=7	2			32	7			17	5		
8	6			33	9			18	5		
=8	2			=33	2			19	3		
9	3			34	5			20	1		
10	3			35	5			=20	1		
11	3			=35	1			21	6		
12	2			36	9			22	4		
13	2			37	7			=22	1		
14	1			=37	3			23	9		
15	2			38	11			=23	1		
16	1			=38	2			24	9		
17	3			39	10			=24	1		
24	1			=39	1			25	10		
30	1			40	9			=25	2		
Total	199			=40	2			26	7		
COMPOSITION 39				41	16			=26	1		
Place	No. of Exam- iners	Grade	No. of Exam- iners	=41	2			27	7		
10	1	I	2	42	14			=27	1		
16	1	II	55	=42	2			28	5		
20	1	III	107	43	13			29	10		
24	1	IV	35	=43	1			=29	1		
=24	1			44	9			30	8		
=25	1	Total	199	=44	2			=30	1		
26	2			45	8			31	8		
27	2			46	6			32	5		
=27	1			47	4			=32	2		
28	7			48	2			33	9		
Cd. f.	18			Total	199			=33	2		
								34	10		
								=34	2		
								35	8		
								36	7		
								=36	1		
								Cd. f.	161		

PLACE VALUES AND GRADES—continued

COMPOSITION 40—contd.				COMPOSITION 41—contd.				COMPOSITION 42			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	161			Bt. f.	72			I	2	I	116
37	7			14	8			=1	2	II	74
38	9			=14	1			2	1	III	7
=38	2			15	8			=2	1	IV	2
39	4			=15	2			3	2		
40	6			16	9			4	6	Total	199
41	4			=16	1			=4	1		
42	1			17	5			5	4		
=42	1			18	6			=5	3		
43	2			=18	2			6	8		
44	2			19	5			=6	2		
Total	199			20	10			7	10		
COMPOSITION 41				=20	1			=7	1		
Place	No. of Exam- iners	Grade	No. of Exam- iners	21	9			8	9		
I	1	I	86	=21	1			=8	1		
2	1	II	90	22	3			9	9		
=2	1	III	18	=22	3			10	15		
3	2	IV	4	23	11			11	6		
4	2	Zero	1	=23	1			=11	1		
=4	1			24	4			12	13		
5	5	Total	199	25	9			=12	1		
=5	1			26	3			13	10		
6	3			=26	1			=13	1		
=6	1			27	4			14	10		
7	4			=28	1			=14	1		
8	4			29	3			15	14		
=8	3			30	4			=15	4		
9	12			=30	1			16	4		
10	7			32	1			17	9		
11	7			33	3			=17	1		
12	7			34	2			18	9		
=12	1			35	1			19	7		
13	9			38	2			20	4		
Cd. f.	72			39	1			=20	1		
				45	1			21	6		
				Total	199			22	5		
								23	4		
								24	3		
								25	2		
								Cd. f.	193		

PLACE VALUES AND GRADES—*continued*

COMPOSITION 42— <i>contd.</i>				COMPOSITION 43— <i>contd.</i>				COMPOSITION 44— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	193			Bt. f.	84			Bt. f.	52		
26	2			36	11			46	34		
28	1			37	11			=46	2		
29	1			=37	1			47	43		
31	1			38	6			=47	1		
39	1			=38	4			48	25		
Total	199			39	11			49	23		
				40	11			50	19		
				41	19			Total	199		
				=41	2						
				42	11						
				=42	2						
				43	11						
				=43	1						
				44	7						
				45	5						
				=45	1						
				47	1						
				Total	199						

PLACE VALUES AND GRADES—*continued*

COMPOSITION 45— <i>contd.</i>				COMPOSITION 46— <i>contd.</i>				COMPOSITION 46— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
Bt. f.	121			Bt. f.	20			Bt. f.	194		
21	8			4	9			=32	1		
=21	2			=4	2			35	1		
22	6			5	13			37	1		
=22	1			=5	2			=37	1		
23	5			6	10			40	1		
=23	1			=6	1			Total	199		
24	5			7	9			COMPOSITION 47			
=24	1			=7	1			Place	No. of Exam- iners	Grade	No. of Exam- iners
25	1			8	14			=33	1	II	4
=25	1			9	11			36	1	III	53
26	5			10	8			37	3	IV	125
27	15			=10	3			=37	2	Zero	17
28	5			11	13			=38	1		
29	6			12	3			39	3	Total	199
=29	1			=12	1			40	7		
30	2			13	1			41	3		
31	1			=13	1			42	12		
32	3			14	6			43	13		
33	1			15	5			44	17		
35	2			=15	1			45	23		
37	1			16	8			=45	3		
38	2			=16	1			46	40		
39	1			17	7			47	39		
41	1			18	8			=47	1		
46	1			=18	2			48	18		
Total	199			19	4			49	8		
COMPOSITION 46				20	2			50	4		
Place	No. of Exam- iners	Grade	No. of Exam- iners	=20	1			Total	199		
1	6	I	90	21	6						
=1	1	II	101	22	5						
2	4	III	7	=22	2						
3	6	IV	1	23	1						
=3	3			24	3						
		Total	199	25	3						
Cd. f.	20			26	1						
				27	2						
				28	2						
				29	1						
				Cd. f.	194						

PLACE VALUES AND GRADES—continued

COMPOSITION 48				COMPOSITION 49				COMPOSITION 49—contd.			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
I	14	I	150	II	3	I	II	Bt. f.	182		
=I	3	II	48	I5	6	II	III	39	2		
2	12	IV	I	=I5	I	III	62	40	4		
=2	3			16	7	IV	14	=40	I		
3	14	Total	199	17	5	Zero	I	41	3		
4	9			18	2			42	4		
5	15			=18	I	Total	199	43	2		
=5	3			19	4			45	I		
6	12			20	2						
=6	3			21	6			Total	199		
7	14			=21	I						
=7	2			22	II						
8	10			=22	I						
=8	2			23	8						
9	13			=23	I						
10	13			24	14						
=10	2			25	9						
11	5			=25	I						
=11	I			26	12						
12	7			27	13						
=12	2			28	II						
13	6			=28	I						
14	4			29	II						
15	7			=29	I						
16	I			30	3						
=16	2			=30	I						
17	2			31	9						
18	3			=31	I						
19	I			32	5						
20	3			=32	2						
21	2			33	5						
22	I			=33	I						
=22	I			34	5						
23	I			35	3						
24	I			36	6						
26	3			37	2						
=26	I			=37	I						
38	I			38	5						
				=38	I						
Total	199			Cd. f.	182						

PLACE VALUES AND GRADES—*continued*

COMPOSITION 50				COMPOSITION 50— <i>contd.</i>			
Place	No. of Exam- iners	Grade	No. of Exam- iners	Place	No. of Exam- iners	Grade	No. of Exam- iners
9	1	I	9	Bt. f.	97		
10	1	II	118	30	13		
11	2	III	58	=30	2		
12	1	IV	13	31	7		
13	1	Zero	1	32	10		
14	2			=32	1		
15	2	Total	199	33	9		
17	3			=33	2		
18	5			34	8		
19	4			=34	1		
20	3			35	11		
21	4			36	5		
22	5			=36	1		
=22	1			37	3		
23	6			=37	1		
24	5			38	4		
25	6			=38	1		
26	8			39	5		
=26	1			40	7		
27	14			41	4		
=27	1			=42	1		
28	9			=43	1		
=28	1			44	2		
29	8			45	2		
=29	3			46	1		
Cd. f.	97			Total	199		

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TABLE III
MARK VALUES (TOTAL)

COMPOSITION 1		COMPOSITION 2		COMPOSITION 3		COMPOSITION 4		COMPOSITION 5	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
27	2	8	1	10	1	15	1	0	2
28	2	15	2	11	2	17	3	6	1
30	1	16	2	12	1	18	3	9	3
31	1	17	2	13	1	19	6	10	3
33	5	18	1	14	2	20	8	11	9
34	1	19	1	15	1	21	4	12	3
35	1	20	1	16	4	22	5	13	11
36	1	21	4	17	8	23	12	14	8
37	5	22	3	18	2	24	8	15	8
38	8	24	4	19	4	25	4	16	9
39	6	25	2	20	7	26	9	17	15
40	15	26	4	21	7	27	14	18	18
41	9	27	9	22	9	28	23	19	8
42	13	28	7	23	5	29	8	20	12
43	17	29	6	24	6	30	7	21	13
44	26	30	5	25	14	31	8	22	13
45	30	31	8	26	15	32	7	23	11
46	18	32	9	27	11	33	10	24	6
47	9	33	15	28	6	34	4	25	6
48	13	34	14	29	1	35	7	26	9
49	11	35	3	30	11	36	9	27	7
50	5	36	15	31	15	37	6	28	6
Total	199	37	13	32	10	38	7	29	4
		38	18	33	10	39	7	30	4
		39	5	34	6	40	2	31	1
		40	6	35	9	41	6	32	5
		41	7	36	5	42	6	33	2
		42	12	37	5	43	2	34	1
		43	6	38	4	44	3	35	1
		44	5	39	3	Total	199	Total	199
		45	4	40	3				
		46	2	41	4				
		47	2	42	4				
		48	1	44	1				
		Total	199	45	1				
				47	1				
				Total		199			

MARK VALUES (TOTAL)—continued

COMPOSITION 6		COMPOSITION 7		COMPOSITION 8		COMPOSITION 9		COMPOSITION 10	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
9	1	5	1	13	2	0	3	8	2
10	1	8	2	16	2	2	2	11	1
12	4	9	1	18	2	3	1	12	1
13	3	10	2	19	1	5	3	13	1
14	2	11	2	20	1	6	5	14	3
15	6	12	5	21	1	7	4	15	2
16	4	13	3	23	1	8	1	16	1
17	6	14	3	24	3	9	4	17	8
18	12	15	6	25	4	10	8	18	4
19	7	16	8	26	7	11	17	19	8
20	9	17	8	27	6	12	25	20	9
21	13	18	9	28	11	13	13	21	11
22	13	19	8	29	3	14	16	22	10
23	7	20	7	30	5	15	7	23	9
24	9	21	7	31	6	16	12	24	15
25	26	22	9	32	7	17	19	25	7
26	12	23	9	33	14	18	7	26	7
27	10	24	9	34	11	19	11	27	15
28	9	25	21	35	10	20	9	28	12
29	8	26	22	36	18	21	1	29	14
30	6	27	11	37	13	22	5	30	6
31	6	28	9	38	8	23	10	31	6
32	6	29	5	39	14	24	2	32	7
33	2	30	8	40	8	25	1	33	5
34	3	31	6	41	8	26	3	34	7
35	4	32	6	42	15	27	6	35	4
36	7	33	1	43	6	28	3	36	3
38	2	34	3	44	5	29	1	37	5
39	1	35	1	45	4	Total	199	38	2
Total	199	36	1	46	3			39	1
		37	2	Total	199			40	4
		38	1					41	5
		39	1					42	2
		40	1					43	1
		41	1					47	1
		Total	199					Total	199

MARK VALUES (TOTAL)—continued

COMPOSITION 11		COMPOSITION 12		COMPOSITION 13		COMPOSITION 14		COMPOSITION 15	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	13	10	2	16	1	6	1	14	1
1	1	11	3	17	3	7	1	17	1
2	4	12	1	18	1	9	2	19	1
3	3	13	6	19	2	12	3	22	1
4	6	14	3	20	1	13	5	24	1
5	9	16	1	21	4	14	2	25	2
6	7	17	6	22	2	15	3	26	3
7	12	18	9	23	2	16	7	27	5
8	8	19	4	24	2	17	11	28	6
9	15	20	8	25	6	18	6	29	11
10	16	21	10	26	7	19	7	30	4
11	22	22	10	27	5	20	6	31	7
12	14	23	10	28	5	21	13	32	13
13	18	24	10	29	2	22	9	33	9
14	4	25	5	30	4	23	9	34	6
15	5	26	11	31	4	24	10	35	4
16	12	27	19	32	8	25	17	36	7
17	11	28	8	33	8	26	7	37	7
18	4	29	4	34	6	27	13	38	10
19	3	30	6	35	6	28	9	39	16
20	4	31	9	36	14	29	4	40	11
21	1	32	9	37	6	30	9	41	13
22	3	33	11	38	15	31	10	42	17
24	2	34	6	39	8	32	6	43	10
26	1	35	6	40	7	33	7	44	11
27	1	36	3	41	13	34	6	45	6
Total	199	37	3	42	10	35	3	46	6
		38	3	43	13	36	4	47	4
		39	5	44	8	37	3	48	2
		40	4	45	7	38	2	49	4
		41	2	46	8	40	2	Total	199
		42	1	47	1	43	1		
		44	1	48	8	45	1		
		Total	199	Total	2	Total	199		
				Total	199				

MARK VALUES (TOTAL)—continued

COMPOSITION 16		COMPOSITION 17		COMPOSITION 18		COMPOSITION 19		COMPOSITION 20	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
17	1	12	2	5	1	14	1	22	1
18	1	15	4	7	1	21	1	26	1
19	1	16	1	9	1	22	1	28	1
20	3	17	3	10	2	26	2	29	1
21	2	18	1	11	3	27	2	31	2
22	4	19	2	12	7	28	2	32	3
23	4	20	4	13	5	29	3	33	7
24	4	21	3	14	7	30	2	34	3
25	5	22	2	15	3	31	6	35	5
26	4	23	8	16	8	32	3	36	2
27	9	24	8	17	11	33	9	37	3
28	15	25	8	18	19	34	8	38	6
29	5	26	11	19	14	35	7	39	5
30	9	27	11	20	9	36	12	40	9
31	9	28	6	21	11	37	8	41	10
32	9	29	12	22	18	38	10	42	16
33	14	30	13	23	10	39	14	43	22
34	15	31	14	24	8	40	15	44	29
35	10	32	15	25	8	41	17	45	17
36	15	33	9	26	10	42	18	46	19
37	9	34	6	27	10	43	14	47	12
38	3	35	3	28	7	44	14	48	11
39	10	36	8	29	6	45	11	49	6
40	7	37	10	30	4	46	11	50	8
41	6	38	8	31	4	47	4	Total	199
42	8	39	6	33	5	48	1		
43	3	40	4	34	2	49	3		
44	6	41	4	35	2	Total	199		
45	2	42	3	36	2				
46	3	43	5	37	1				
47	3	44	1	Total	199				
Total	199	45	2						
		46	1						
		47	1						
		Total	199						

MARK VALUES (TOTAL)—continued

COMPOSITION 21		COMPOSITION 22		COMPOSITION 23		COMPOSITION 24		COMPOSITION 25	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	1	16	1	5	1	18	1	4	1
11	2	20	1	7	1	19	1	5	1
12	3	25	1	12	3	21	1	6	1
13	1	26	1	14	1	26	1	7	2
14	2	27	4	15	2	27	1	8	3
15	4	28	2	16	2	28	1	9	5
16	5	29	4	17	6	29	1	10	15
17	11	30	4	18	15	30	1	11	10
18	14	31	4	19	5	31	2	12	20
19	18	32	5	20	10	32	7	13	10
20	11	33	9	21	12	33	7	14	9
21	8	34	7	22	6	34	8	15	14
22	11	35	8	23	10	35	3	16	17
23	14	36	8	24	6	36	8	17	17
24	7	37	8	25	8	37	6	18	22
25	5	38	5	26	5	38	21	19	6
26	8	39	10	27	5	39	9	20	10
27	16	40	9	28	19	40	14	21	5
28	9	41	11	29	11	41	17	22	11
29	10	42	17	30	6	42	18	23	7
30	5	43	20	31	4	43	17	24	2
31	8	44	16	32	5	44	18	25	4
32	8	45	11	33	8	45	6	26	2
33	2	46	15	34	5	46	7	27	1
34	5	47	7	35	5	47	10	28	1
35	4	48	1	36	5	48	8	31	2
36	2	49	9	37	5	49	5	33	1
37	2	50	1	38	7	Total	199	Total	199
38	1	Total	199	39	6				
40	1			40	3				
41	1			41	2				
Total	199			42	3				
				43	4				
		45	3						
				Total	199				

MARK VALUES (TOTAL)—continued

COMPOSITION 26		COMPOSITION 27		COMPOSITION 28		COMPOSITION 29		COMPOSITION 30	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
21	1	10	1	11	1	4	1	14	1
22	1	15	2	13	1	9	2	15	2
23	1	16	2	15	1	10	1	16	2
25	6	17	3	16	1	11	2	18	1
26	1	18	2	17	5	12	8	19	2
27	5	19	3	18	5	13	3	20	1
28	3	20	5	20	2	14	3	21	2
29	4	21	10	21	1	15	6	22	1
30	6	22	5	22	2	16	7	23	2
31	2	23	7	23	5	17	9	24	4
32	5	24	7	24	7	18	8	25	3
33	15	25	9	25	5	19	13	26	4
34	15	26	10	26	5	20	9	27	1
35	9	27	11	27	2	21	18	28	3
36	15	28	14	28	10	22	8	29	10
37	10	29	10	29	9	23	15	30	11
38	11	30	12	30	6	24	5	31	9
39	13	31	8	31	9	25	8	32	10
40	13	32	10	32	8	26	14	33	12
41	14	33	14	33	15	27	10	34	6
42	9	34	6	34	8	28	7	35	12
43	11	35	7	35	18	29	8	36	13
44	15	36	10	36	9	30	5	37	5
45	4	37	12	37	9	31	8	38	15
46	2	38	3	38	6	32	5	39	16
47	2	39	4	39	11	33	5	40	7
48	2	40	2	40	11	34	1	41	11
49	3	41	1	41	7	35	3	42	9
50	1	42	2	42	8	36	3	43	6
		43	3	43	8	37	1	44	5
		44	3	44	3	38	1	45	5
		45	1	48	1	41	1	46	4
						42	1	47	1
								48	2
								49	1
Total	199	Total	199	Total	199	Total	199	Total	199

MARK VALUES (TOTAL)—continued

COMPOSITION 31		COMPOSITION 32		COMPOSITION 33		COMPOSITION 34		COMPOSITION 35			
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners		
0	18	16	1	14	1	21	1	0	1		
1	4	20	1	16	2	25	1	5	1		
2	5	22	1	17	1	29	1	6	1		
3	6	23	2	18	1	32	2	8	2		
4	3	25	1	20	2	33	1	10	5		
5	15	26	3	21	3	34	2	11	3		
6	14	27	1	23	3	35	1	12	7		
7	8	28	1	25	4	36	2	13	4		
8	13	29	1	26	5	37	2	14	6		
9	13	30	1	27	10	38	3	15	7		
10	25	31	2	28	4	39	3	16	12		
11	34	32	1	29	6	40	6	17	14		
12	14	33	3	30	4	41	6	18	9		
13	7	34	4	31	12	42	12	19	7		
14	6	35	3	32	8	43	12	20	13		
15	2	36	10	33	6	44	22	21	18		
16	1	37	11	34	14	45	23	22	12		
17	3	38	10	35	16	46	16	23	10		
18	3	39	12	36	10	47	17	24	3		
19	2	40	16	37	11	48	33	25	5		
21	1	41	15	38	12	49	22	26	9		
23	1	42	18	39	11	50	11	27	10		
24	1	43	18	40	10	Total	199	28	8		
Total	199	44	24	41	13			29	5		
		45	13	42	6			30	4		
		46	10	43	10			31	3		
		47	7	44	3			32	5		
		48	6	45	5			33	4		
		49	3	46	2			34	6		
		Total	199	47	3			35	1		
				49	1			37	2		
				Total	199			38	2		
								Total	199		

MARK VALUES (TOTAL)—*continued*

COMPOSITION 36		COMPOSITION 37		COMPOSITION 38		COMPOSITION 39		COMPOSITION 40	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
3	1	0	40	29	2	5	1	10	1
8	1	1	4	30	1	6	1	11	2
9	2	2	7	31	1	8	3	13	3
10	1	3	8	33	2	10	5	14	1
11	5	4	13	34	2	11	5	15	2
12	5	5	16	35	3	12	4	16	6
13	4	6	10	36	2	13	4	17	5
14	3	7	12	38	2	14	7	18	4
15	6	8	16	39	2	15	2	19	3
16	8	9	17	40	6	16	8	20	11
17	20	10	23	41	5	17	16	21	7
18	11	11	13	42	16	18	19	22	7
19	9	12	5	43	25	19	14	23	8
20	12	13	5	44	23	20	15	24	7
21	13	14	2	45	21	21	18	25	20
22	18	15	1	46	31	22	16	26	19
23	9	16	2	47	13	23	13	27	12
24	11	17	1	48	13	24	1	28	12
25	15	18	4	49	19	25	6	29	5
26	3			50	10	26	5	30	6
27	9	Total	199	Total	199	27	13	31	10
28	4					28	9	32	14
29	6					29	1	33	3
30	2					30	2	34	7
31	3					31	3	35	5
32	5					33	2	36	1
33	5					34	1	37	3
34	1					36	1	38	4
35	1					37	1	39	4
36	1					39	1	40	3
37	2					41	1	41	3
38	3					43	1	42	1
Total	199					Total	199	Total	199

MARK VALUES (TOTAL)—continued

COMPOSITION 41		COMPOSITION 42		COMPOSITION 43		COMPOSITION 44		COMPOSITION 45	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
6	1	10	1	8	1	0	15	13	1
15	2	16	1	9	1	1	1	17	1
17	1	20	4	10	3	2	1	18	2
18	1	21	1	11	4	3	3	20	2
19	4	25	1	12	6	4	3	21	3
20	1	27	3	13	4	5	4	22	5
21	2	28	4	14	3	6	15	23	4
22	2	29	2	15	5	7	12	25	3
23	3	30	2	16	8	8	7	26	4
24	2	31	6	17	16	9	11	27	12
25	8	32	6	18	13	10	9	28	7
26	5	33	12	19	12	11	16	29	14
27	5	34	11	20	15	12	13	30	3
28	5	35	9	21	10	13	23	31	10
29	4	36	10	22	15	14	17	32	15
30	6	37	12	23	8	15	17	33	17
31	7	38	13	24	7	16	7	34	9
32	10	39	15	25	12	17	7	35	15
33	8	40	17	26	8	18	7	36	11
34	3	41	24	27	9	19	3	37	8
35	10	42	9	28	4	20	1	38	8
36	7	43	13	29	3	22	3	39	19
37	21	44	6	30	5	24	2	40	5
38	16	45	5	31	8	25	1	41	11
39	6	46	6	32	5	30	1	42	6
40	12	47	4	33	3	Total	199	43	1
41	9	48	1	34	2			44	1
42	9	49	1	35	2			46	2
43	7	Total	199	36	1			Total	199
44	9			37	3				
45	4			38	1				
46	6			39	1				
47	1	Total	199	40	1	Total	199		
49	2								
Total	199			Total	199				

MARK VALUES (TOTAL)—*continued*

COMPOSITION 46		COMPOSITION 47		COMPOSITION 48		COMPOSITION 49		COMPOSITION 50	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
12	1	0	4	17	1	10	1	5	1
13	1	2	3	27	2	13	2	11	2
20	1	4	3	28	1	14	3	13	3
21	2	5	2	29	2	15	1	14	5
23	1	6	5	30	3	16	3	15	1
24	2	7	2	31	2	17	4	16	1
25	2	8	8	32	3	18	4	17	6
26	1	9	8	33	5	19	3	18	5
27	1	10	12	34	6	20	6	19	5
28	2	11	23	35	9	21	5	20	4
29	3	12	30	36	2	22	10	21	9
30	6	13	27	37	6	23	19	22	16
31	4	14	14	38	11	24	12	23	9
32	3	15	7	39	12	25	4	24	10
33	7	16	8	40	19	26	12	25	7
34	8	17	13	41	21	27	8	26	13
35	7	18	14	42	16	28	19	27	20
36	13	19	3	43	11	29	11	28	15
37	11	20	3	44	20	30	6	29	11
38	9	21	3	45	14	31	6	30	5
39	13	23	1	46	10	32	8	31	7
40	17	24	2	47	4	33	10	32	10
41	14	25	2	48	8	34	7	33	6
42	22	28	1	49	7	35	6	34	5
43	13	31	1	50	4	36	5	35	3
44	10	Total	199	Total	199	37	6	36	5
45	7					38	5	37	2
46	6					39	3	38	2
47	2					40	4	39	3
48	3					41	2	40	2
49	3					42	2	41	2
50	4					44	1	43	2
Total	199	Total	199	Total	199	45	1	44	2
						Total	199	Total	199

TABLE IV
MARK VALUES (THOUGHT)

COMPOSITION 1		COMPOSITION 2		COMPOSITION 3		COMPOSITION 4		COMPOSITION 5	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
12	1	3	1	5	5	5	3	0	6
14	1	5	6	6	1	8	1	2	2
15	3	8	1	8	1	9	1	3	2
16	1	10	8	10	30	10	34	4	4
18	2	11	1	11	1	11	1	5	40
20	13	12	2	12	5	12	4	6	6
21	1	13	1	13	3	13	2	7	1
22	2	14	1	14	3	14	3	8	3
23	13	15	30	15	50	15	53	9	4
24	5	16	2	16	3	16	4	10	67
25	54	17	2	17	3	17	2	11	2
26	5	18	7	18	4	18	5	12	4
27	64	19	1	19	1	20	35	13	3
28	5	20	44	20	39	21	2	14	3
29	4	21	1	21	1	22	1	15	31
30	25	22	5	22	2	23	23	16	1
Total	199	23	21	23	15	24	2	17	3
		24	4	24	1	25	16	18	2
		25	33	25	21	26	3	20	14
		26	5	26	1	27	4	23	1
		27	18	27	6	Total	199	Total	199
		28	2	29	1				
		30	3	30	2				
		Total	199	Total	199				

MARK VALUES (THOUGHT)—continued

COMPOSITION 6		COMPOSITION 7		COMPOSITION 8		COMPOSITION 9		COMPOSITION 10	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
5	7	0	1	5	2	0	19	0	2
7	1	3	1	6	1	2	1	5	15
8	5	5	10	9	1	3	2	6	4
9	2	6	2	10	7	4	7	7	2
10	50	8	6	11	1	5	66	8	5
11	2	9	3	12	3	6	6	9	3
12	6	10	58	13	2	7	7	10	43
13	3	11	3	14	2	8	7	11	1
14	3	12	5	15	32	9	3	12	5
15	68	13	2	16	2	10	56	13	5
16	4	14	4	17	4	12	2	14	4
17	4	15	53	18	7	13	1	15	51
18	4	16	6	19	3	14	1	16	4
19	2	17	2	20	43	15	16	17	5
20	22	18	4	21	3	16	1	18	5
21	1	19	1	22	4	20	4	19	1
22	2	20	25	23	26	Total	199	20	19
23	10	21	1	24	6			23	11
25	3	22	1	25	33			24	2
Total	199	23	4	26	1			25	10
		25	7	27	14			27	2
		Total	199	28	1	Total	199	Total	199
				Total	199				

MARK VALUES (THOUGHT)—continued

COMPOSITION 11		COMPOSITION 12		COMPOSITION 13		COMPOSITION 14		COMPOSITION 15	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	44	3	1	4	1	0	1	5	1
1	1	4	1	5	3	2	1	6	1
2	4	5	16	7	1	4	1	8	1
3	8	7	1	8	1	5	7	9	1
4	3	8	2	9	1	6	1	10	3
5	90	9	3	10	16	7	3	12	3
6	3	10	37	12	3	8	1	13	1
7	3	11	3	13	2	9	3	14	2
8	2	12	8	14	1	10	43	15	31
9	3	13	2	15	16	11	2	16	2
10	29	14	4	17	3	12	4	17	3
11	1	15	45	18	2	13	2	18	3
12	1	16	2	19	3	14	7	19	2
15	6	17	4	20	32	15	49	20	36
20	1	18	5	21	2	16	3	21	3
		19	2	23	25	17	3	22	2
Total	199	20	33	24	2	18	9	23	21
		22	2	25	28	20	34	24	5
		23	13	26	3	23	17	25	46
		25	12	27	31	24	1	26	5
		27	3	28	3	25	6	27	19
				29	4	27	1	28	2
		Total	199	30	16	Total	199	29	1
				Total	199			30	5
								Total	199

MARK VALUES (THOUGHT)—continued

COMPOSITION 16		COMPOSITION 17		COMPOSITION 18		COMPOSITION 19		COMPOSITION 20			
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners		
10	12	0	1	0	2	8	1	10	1		
11	1	5	5	3	1	10	3	15	5		
12	1	7	2	5	20	12	1	17	1		
13	1	8	1	6	4	15	9	18	5		
14	3	9	2	7	3	16	2	19	2		
15	42	10	17	8	8	17	3	20	17		
16	3	11	1	9	4	18	2	22	1		
17	1	12	2	10	6	19	3	23	10		
18	12	13	1	11	3	20	28	24	4		
19	2	14	5	12	74	21	4	25	52		
20	41	15	47	13	2	22	2	26	7		
21	2	16	5	14	4	23	30	27	57		
23	29	17	1	15	41	24	6	28	9		
25	33	18	7	16	1	25	54	29	5		
26	4	19	4	17	1	26	5	30	23		
27	8	20	39	18	4	27	38	Total	199		
28	1	21	2	20	15	28	1				
29	1	22	2	21	2	30	7				
30	2	23	29	23	3	Total	199				
Total	199	24	1	25	1						
		25	12	Total	199						
		27	10								
		29	1								
		30	2								
Total		199									

MARK VALUES (THOUGHT)—continued

COMPOSITION 21		COMPOSITION 22		COMPOSITION 23		COMPOSITION 24		COMPOSITION 25	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	1	5	2	0	2	10	2	0	3
5	8	8	1	3	1	15	5	3	5
6	1	10	2	4	1	17	2	4	3
7	4	11	1	5	15	18	3	5	73
8	5	12	3	6	2	20	14	6	5
9	4	13	1	7	1	21	3	7	5
10	54	14	2	8	4	22	2	8	9
11	2	15	16	9	3	23	14	9	6
12	7	16	3	10	41	24	4	10	69
13	1	17	5	11	2	25	47	11	1
14	6	18	2	12	8	26	8	12	4
15	57	19	1	13	1	27	56	13	2
16	2	20	32	14	8	28	6	14	3
17	4	21	2	15	44	29	1	15	8
18	3	22	3	16	1	30	32	19	1
19	4	23	16	17	2	Total	199	20	2
20	19	24	8	18	3			Total	199
21	1	25	45	19	1				
22	2	26	3	20	26				
23	9	27	34	21	1				
24	1	28	3	22	2				
25	4	29	1	23	15				
Total	199	30	13	24	1				
		Total	199	25	10				
				27	4				
				Total	199				

MARK VALUES (THOUGHT)—continued

COMPOSITION 26		COMPOSITION 27		COMPOSITION 28		COMPOSITION 29		COMPOSITION 30	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
10	3	5	1	5	3	0	1	5	3
12	2	7	1	6	1	4	1	7	2
13	1	8	2	10	13	5	19	8	3
14	3	10	22	11	1	6	2	10	7
15	14	11	2	14	2	7	3	12	5
17	4	12	5	15	34	8	9	15	30
18	7	14	4	16	1	9	4	16	1
19	3	15	48	18	10	10	56	17	3
20	45	16	5	19	2	12	6	18	11
21	6	17	7	20	33	13	4	19	4
22	5	18	6	21	4	14	3	20	44
23	36	19	1	22	6	15	49	21	3
24	4	20	42	23	30	16	1	23	31
25	31	21	1	24	3	17	3	24	3
26	5	22	4	25	35	18	3	25	31
27	22	23	20	26	4	19	2	26	1
28	1	24	2	27	14	20	23	27	13
29	1	25	17	28	2	21	1	28	1
30	6	26	1	30	1	22	1	29	1
Total	199	27	7	Total	199	23	5	Total	199
		30	1			25	2		
		Total				28	1		

MARK VALUES (THOUGHT)—continued

COMPOSITION 31		COMPOSITION 32		COMPOSITION 33		COMPOSITION 34		COMPOSITION 35	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	50	8	1	5	1	6	1	0	4
1	1	10	3	9	2	15	4	2	3
2	9	12	3	10	9	17	1	5	40
3	11	15	6	12	2	19	1	6	4
4	6	17	1	13	1	20	5	7	7
5	103	18	2	14	1	23	5	8	2
6	3	19	1	15	25	25	33	9	2
7	1	20	15	16	4	26	4	10	64
8	4	21	1	17	3	27	58	11	1
10	9	22	2	18	4	28	13	12	1
12	1	23	26	19	2	29	6	13	5
15	1	24	8	20	43	30	68	14	4
Total	199	25	50	21	7	Total	199	15	30
		26	6	22	3			16	4
		27	45	23	27			17	2
		28	8	24	1			18	3
		29	2	25	42			20	14
		30	19	26	2			23	9
		Total	199	27	14			Total	199
				28	1				
				30	5				
				Total	199				

MARK VALUES (THOUGHT)—*continued*

COMPOSITION 36		COMPOSITION 37		COMPOSITION 38		COMPOSITION 39		COMPOSITION 40	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	1	0	78	15	4	4	1	5	5
4	3	1	4	20	8	5	24	8	4
5	15	2	10	22	1	6	2	10	29
6	1	3	10	23	9	7	8	11	1
7	4	4	8	24	4	8	5	12	6
8	6	5	81	25	32	9	1	13	3
9	2	6	1	26	8	10	83	14	5
10	60	7	3	27	77	11	4	15	64
11	3	8	1	28	8	12	7	16	6
12	5	9	1	29	7	13	5	17	4
13	3	10	2	30	41	14	4	18	4
14	5	Total	199	Total	199	15	39	19	1
15	59					17	1	20	35
17	2					18	3	21	1
18	3					19	1	22	2
19	1					20	7	23	10
20	15					23	2	24	2
21	1					25	1	25	13
23	7					27	1	26	1
24	1					Total	199	27	3
25	2							Total	199
Total	199								

MARK VALUES (THOUGHT)—continued

COMPOSITION 41		COMPOSITION 42		COMPOSITION 43		COMPOSITION 44		COMPOSITION 45			
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners		
0	1	5	2	4	3	0	54	5	1		
2	1	10	5	5	15	1	3	8	1		
4	1	15	9	6	1	2	13	9	1		
5	3	16	1	7	3	3	9	10	11		
6	1	17	1	8	4	4	7	12	2		
8	2	18	2	9	2	5	90	13	1		
10	8	19	4	10	67	6	3	14	1		
12	4	20	31	11	2	7	2	15	28		
13	1	21	1	12	12	8	6	16	7		
14	1	22	6	14	7	10	10	17	2		
15	15	23	25	15	41	15	2	18	6		
16	2	24	7	16	4	Total	199	19	4		
17	4	25	57	17	1			20	49		
18	6	26	6	18	2			21	3		
19	1	27	28	19	1			22	3		
20	36	28	2	20	26			23	29		
21	3	29	1	23	3			24	6		
22	2	30	11	24	1			25	30		
23	23	Total	199	25	4			26	4		
24	1			Total	199			27	7		
25	40							28	1		
26	6							30	2		
27	26							Total	199		
30	11										
Total	199							Total	199		

MARK VALUES (THOUGHT)—*continued*

COMPOSITION 46		COMPOSITION 47		COMPOSITION 48		COMPOSITION 49		COMPOSITION 50					
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners				
5	1	0	13	10	1	0	1	0	1				
8	1	2	4	12	1	5	10	5	9				
10	6	3	8	15	6	6	2	6	1				
12	2	4	9	18	4	7	1	7	1				
15	17	5	102	19	1	8	3	8	5				
16	4	6	6	20	11	9	2	9	3				
17	3	7	3	21	2	10	43	10	39				
18	5	8	8	22	4	11	1	11	3				
19	1	9	1	23	19	12	8	12	5				
20	37	10	38	24	6	13	6	13	5				
22	5	11	1	25	53	14	5	14	2				
23	28	12	2	26	15	15	53	15	60				
24	5	15	3	27	48	17	2	16	3				
25	42	17	1	28	6	18	5	17	5				
26	5	Total	199	30	22	19	2	18	5				
27	23			20	28	19	1						
28	3			Total	199	21	1	20	34				
30	11					22	2	23	8				
Total	199					23	13	25	7				
						25	9	27	2				
						27	2	Total	199				

TABLE V
MARK VALUES (STRUCTURE)

COMPOSITION 1		COMPOSITION 2		COMPOSITION 3		COMPOSITION 4		COMPOSITION 5	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
5	1	4	3	3	3	4	2	0	2
8	3	5	1	4	11	5	14	3	5
9	12	6	6	5	22	6	9	4	25
10	7	7	5	6	9	7	14	5	37
11	11	8	27	7	22	8	23	6	16
12	45	9	56	8	62	9	66	7	22
13	90	10	38	9	43	10	35	8	55
14	30	11	13	10	5	11	8	9	27
Total	199	12	18	11	9	12	13	10	8
		13	29	12	6	13	13	11	1
		14	2	13	7	14	2	13	1
		15	1	Total	199	Total	199	Total	199
		Total	199						

COMPOSITION 6		COMPOSITION 7		COMPOSITION 8		COMPOSITION 9		COMPOSITION 10	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
3	1	2	1	4	1	0	6	4	8
4	25	3	4	5	3	1	1	5	19
5	39	4	19	6	3	2	1	6	12
6	12	5	33	7	2	3	17	7	11
7	27	6	12	8	19	4	66	8	55
8	62	7	24	9	50	5	53	9	53
9	20	8	71	10	24	6	17	10	11
10	10	9	20	11	15	7	14	11	11
11	1	10	6	12	48	8	16	12	13
12	1	11	4	13	27	9	7	13	5
13	1	12	4	14	7	11	1	14	1
Total	199	13	1	Total	199	Total	199	Total	199
		Total	199						

MARK VALUES (STRUCTURE)—continued

COMPOSITION 11		COMPOSITION 12		COMPOSITION 13		COMPOSITION 14		COMPOSITION 15	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	20	3	1	4	1	2	2	5	2
1	3	4	11	6	6	3	5	6	1
2	15	5	31	7	6	4	17	7	2
3	28	6	21	8	14	5	40	8	13
4	73	7	15	9	43	6	14	9	35
5	41	8	59	10	22	7	25	10	33
6	8	9	36	11	16	8	52	11	18
7	5	10	14	12	41	9	34	12	33
8	5	11	5	13	35	10	4	13	46
9	1	12	2	14	15	11	3	14	15
		13	3			12	3	15	1
Total	199	14	1	Total	199	Total	199	Total	199
		Total	199						

COMPOSITION 16		COMPOSITION 17		COMPOSITION 18		COMPOSITION 19		COMPOSITION 20	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
4	1	4	2	3	5	4	1	8	6
5	10	5	8	4	34	6	1	9	11
6	6	6	4	5	45	7	1	10	14
7	16	7	21	6	22	8	9	11	13
8	55	8	50	7	21	9	19	12	29
9	52	9	43	8	49	10	18	13	88
10	17	10	15	9	18	11	27	14	37
11	10	11	22	10	3	12	47	15	1
12	16	12	20	11	1	13	54		
13	14	13	12	13	1	14	22	Total	199
14	2	14	2						
Total	199	Total	199	Total	199	Total	199		

MARK VALUES (STRUCTURE)—continued

COMPOSITION 21		COMPOSITION 22		COMPOSITION 23		COMPOSITION 24		COMPOSITION 25	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	1	7	1	3	1	6	1	0	1
3	7	8	6	4	12	7	4	1	2
4	39	9	6	5	16	8	18	2	3
5	43	10	10	6	17	9	44	3	13
6	19	11	27	7	19	10	23	4	54
7	20	12	53	8	51	11	22	5	46
8	45	13	60	9	39	12	36	6	21
9	16	14	35	10	19	13	39	7	17
10	8	15	1	11	6	14	12	8	26
11	1			12	10			9	12
Total	199	Total	199	13	7	Total	199	10	3
				14	2			12	1
				Total	199			Total	199

COMPOSITION 26		COMPOSITION 27		COMPOSITION 28		COMPOSITION 29		COMPOSITION 30	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
5	3	3	1	4	7	2	1	5	1
7	8	4	7	5	15	3	3	6	2
8	22	5	17	6	9	4	15	7	6
9	33	6	12	7	16	5	32	8	19
10	23	7	23	8	52	6	17	9	15
11	25	8	64	9	43	7	31	10	18
12	44	9	39	10	15	8	57	11	24
13	35	10	16	11	15	9	27	12	54
14	6	11	5	12	18	10	11	13	36
		12	7	13	9	11	1	14	23
Total	199	13	8	Total	199	12	2	15	1
		Total	199			13	2	Total	199
						Total	199		

MARK VALUES (STRUCTURE)—continued

COMPOSITION 31		COMPOSITION 32		COMPOSITION 33		COMPOSITION 34		COMPOSITION 35	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	30	4	1	4	2	8	4	0	1
1	15	7	1	5	4	9	7	3	3
2	18	8	9	6	2	10	6	4	18
3	32	9	13	7	6	11	9	5	36
4	74	10	20	8	33	12	40	6	13
5	19	11	13	9	36	13	75	7	22
6	6	12	49	10	20	14	56	8	60
7	3	13	72	11	25	15	2	9	31
8	1	14	21	12	39	Total	199	10	9
9	1			13	27			11	5
Total	199	Total	199	14	5	12		1	
				Total	199	Total		199	

COMPOSITION 36		COMPOSITION 37		COMPOSITION 38		COMPOSITION 39		COMPOSITION 40	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
1	1	0	49	8	3	0	1	3	1
3	5	1	15	9	3	2	2	4	9
4	29	2	20	10	6	3	7	5	21
5	53	3	37	11	8	4	28	6	20
6	16	4	54	12	33	5	44	7	21
7	25	5	14	13	80	6	16	8	65
8	42	6	4	14	65	7	28	9	35
9	18	7	4	15	1	8	45	10	7
10	5	8	1	Total	199	9	17	11	11
11	2	9	1			10	5	12	7
12	2	Total	199			11	1	13	2
13	1					12	5	Total	199
Total	199									Total	199

MARK VALUES (STRUCTURE)—continued

COMPOSITION 41		COMPOSITION 42		COMPOSITION 43		COMPOSITION 44		COMPOSITION 45	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
4	1	3	1	2	2	0	19	4	3
5	4	7	1	3	3	1	2	5	7
6	4	8	21	4	30	2	12	6	7
7	11	9	39	5	44	3	18	7	10
8	28	10	21	6	17	4	62	8	68
9	39	11	22	7	17	5	46	9	60
10	12	12	50	8	47	6	17	10	15
11	37	13	37	9	25	7	6	11	9
12	34	14	6	10	8	8	9	12	17
13	22	15	1	11	2	9	3	13	3
14	6			12	2	10	4		
15	1			13	2	12	1		
Total	199	Total	199	Total	199	Total	199	Total	199

COMPOSITION 46		COMPOSITION 47		COMPOSITION 48		COMPOSITION 49		COMPOSITION 50	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
4	1	0	8	4	1	4	5	3	3
5	2	1	5	7	2	5	13	4	6
7	2	2	8	8	22	6	8	5	23
8	11	3	27	9	30	7	15	6	16
9	11	4	71	10	17	8	48	7	25
10	8	5	54	11	27	9	60	8	60
11	24	6	9	12	42	10	28	9	37
12	63	7	5	13	48	11	5	10	12
13	58	8	5	14	9	12	9	11	7
14	19	9	4	15	1	13	7	12	5
		10	3			14	1	13	4
Total	199	Total	199	Total	199	Total	199	Total	199

TABLE VI
MARK VALUES (MECHANICS)

COMPOSITION 1		COMPOSITION 2		COMPOSITION 3		COMPOSITION 4		COMPOSITION 5	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
3	4	0	1	0	4	1	1	0	2
4	26	1	5	1	11	2	14	1	7
5	90	2	15	2	55	3	56	2	47
6	79	3	43	3	77	4	83	3	80
		4	82	4	41	5	37	4	51
		5	42	5	10	6	8	5	11
		6	11	6	1			6	1
Total	199	Total	199	Total	199	Total	199	Total	199

COMPOSITION 6		COMPOSITION 7		COMPOSITION 8		COMPOSITION 9		COMPOSITION 10	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	3	0	11	2	14	0	7	1	1
1	8	1	34	3	31	1	9	2	9
2	53	2	74	4	93	2	66	3	41
3	77	3	60	5	53	3	61	4	76
4	47	4	19	6	8	4	43	5	59
5	10	5	1			5	12	6	13
6	1			Total	199	6	1	Total	199
Total	199	Total	199			Total	199		

COMPOSITION 11		COMPOSITION 12		COMPOSITION 13		COMPOSITION 14		COMPOSITION 15	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	25	1	2	0	1	0	6	3	13
1	33	2	21	1	4	1	8	4	46
2	79	3	44	2	14	2	66	5	99
3	41	4	98	3	45	3	75	6	41
4	19	5	30	4	78	4	34		
5	1	6	4	5	49	5	9	Total	199
6	1			6	8	6	1		
Total	199	Total	199	Total	199	Total	199		

MARK VALUES (MECHANICS)—continued

COMPOSITION 16		COMPOSITION 17		COMPOSITION 18		COMPOSITION 19		COMPOSITION 20	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
2	6	1	3	1	5	2	5	3	6
3	17	2	31	2	28	3	30	4	35
4	64	3	75	3	75	4	67	5	102
5	80	4	73	4	64	5	82	6	56
6	32	5	17	5	25	6	15	Total	199
Total	199	Total	199	Total	199	Total	199		

COMPOSITION 21		COMPOSITION 22		COMPOSITION 23		COMPOSITION 24		COMPOSITION 25	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	1	2	1	1	1	1	4	0	4
1	2	3	8	2	9	2	11	1	24
2	15	4	45	3	31	3	40	2	58
3	59	5	92	4	51	4	88	3	78
4	78	6	53	5	62	5	45	4	28
5	34	Total	199	6	45	6	11	5	7
6	10			Total	199	Total	199	Total	199
Total	199								

COMPOSITION 26		COMPOSITION 27		COMPOSITION 28		COMPOSITION 29		COMPOSITION 30	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
2	3	1	5	0	2	0	2	1	3
3	12	2	37	2	19	1	9	2	25
4	64	3	58	3	48	2	56	3	60
5	89	4	77	4	84	3	82	4	82
6	31	5	18	5	41	4	38	5	24
Total	199	6	4	6	5	5	12	6	5
		Total	199	Total	199	Total	199	Total	199

MARK VALUES (MECHANICS)—continued

COMPOSITION 31		COMPOSITION 32		COMPOSITION 33		COMPOSITION 34		COMPOSITION 35	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	39	2	15	0	1	2	1	0	1
1	42	3	35	1	2	4	33	1	6
2	73	4	80	2	15	5	112	2	37
3	33	5	60	3	49	6	53	3	61
4	12	6	9	4	79	Total	199	4	72
Total	199	Total	199	5	46			5	20
				6	7			6	2
				Total	199			Total	199

COMPOSITION 36		COMPOSITION 37		COMPOSITION 38		COMPOSITION 39		COMPOSITION 40	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	4	0	82	2	3	0	4	0	6
1	26	1	56	3	7	1	11	1	23
2	66	2	44	4	39	2	52	2	56
3	75	3	13	5	96	3	74	3	77
4	23	4	4	6	54	4	44	4	33
5	5	Total	199	Total	199	5	13	5	4
Total	199					6	1	Total	199
						Total	199		

COMPOSITION 41		COMPOSITION 42		COMPOSITION 43		COMPOSITION 44		COMPOSITION 45	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
0	3	1	3	0	3	0	19	1	2
1	5	2	24	1	17	1	17	2	5
2	29	3	61	2	81	2	41	3	31
3	81	4	77	3	72	3	43	4	76
4	61	5	29	4	23	4	40	5	68
5	19	6	5	5	2	5	29	6	17
6	1	Total	199	6	1	6	10	Total	199
Total	199			Total	199	Total	199		

NORTHAMPTONSHIRE COMPOSITION SCALE

MARK VALUES (MECHANICS)—*continued*

COMPOSITION 46		COMPOSITION 47		COMPOSITION 48		COMPOSITION 49		COMPOSITION 50	
Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners	Marks	No. of Examiners
1	1	0	7	2	2	2	5	0	1
2	7	1	19	3	14	3	34	1	2
3	19	2	70	4	52	4	76	2	13
4	58	3	56	5	77	5	64	3	60
5	77	4	37	6	54	6	20	4	78
6	37	5	10					5	37
								6	8
Total	199	Total	199	Total	199	Total	199	Total	199

TABLE VII
SPELLING DEDUCTIONS

This table, showing the detailed analysis of the spelling deductions, is too lengthy and too full of detail to be included. The details for one composition are inserted as an indication of the range of variation.

COMPOSITION 50	
Marks	No. of Examiners
0	166
$\frac{1}{4}$	4
$\frac{1}{2}$	7
1	18
$1\frac{1}{2}$	1
2	1
3	1
5	1
Total	199

THE MARKING SCALE (OR CLASSIFICATION)

The median decision can be expressed briefly: the standard deduction for spelling errors is to be 1 for every four errors, but disregarding cases of solitary errors, and disregarding quarter-marks. Thus the scale of deductions starts from a half-mark, and proceeds by half-marks.

The tabulated assessments, given in such detail, produce a sense of dismay and a feeling of uneasiness concerning the reliability of any purely subjective examination marking. Let us take, for instance, Composition No. 2, which is ranked in nearly every position on the merit-order list from first to forty-sixth; which is put in every grade from I to IV; which carries total marks ranging from 16 per cent. to 96 per cent., and *Thought* marks ranging from 10 per cent. to 100 per cent.: or Composition No. 8, which carries almost every rank from first to forty-ninth, every grade from I to IV, total marks ranging from 26 per cent. to 92 per cent., and *Thought* marks ranging from 16.6 per cent. to 100 per cent.: or, indeed, let us take any one of the fifty compositions, and we see the most complete variance in assessment, not only in *marks value*, but in *assigned grade*. The comments made in Chapter I are abundantly justified by the divergence revealed in the tabulated assessments. These assessments offer definite corroboration of the reiterated statement that the problem of measuring composition achievement and ability is one that cannot be ignored, for it affects the whole of class teaching. Diversity in the assessing of Composition No. 2, for instance, for *Thought* value indicates complete diversity in standards of teaching and in standards of expectation from the children. It will apply not only to the more limited field of English composition, but to the field of composition generally, be it in history or geography or literature. It indicates, only too clearly, that the child's chances in the average, unstandardized examination are very much at the mercy of the examiner's personal equation. It indicates, too, that the teacher's claim to be the

NORTHAMPTONSHIRE COMPOSITION SCALE

best judge of the child's abilities is not invariably a safe assumption of justice for the child. The child who wrote Composition No. 2, for instance, would entirely depend for his grade classification on the chance which brought his work under the assessment of a particular teacher. It might be considered excellent or very poor, original or mediocre.

Even the interquartile range of the 199 examiners shows complete diversity in the incidence, or 'spread' of marks, from 27 to 9.

It seems abundantly clear that, if we are to secure a fairer method of classifying and of grading composition achievement, and if we are, at the same time, to enable teachers to ascertain the reliability of their own judgment, some kind of objective measurement is necessary.

It is, clearly, not enough even to specify the qualities to be measured. It is common knowledge that some of the most serious variations are due to the difference in the importance assigned to different qualities. The above tables, however, show that even when this particular variation is entirely eliminated there still remains a wide divergence. The personal equation still remains the dominant factor, and until something is done to produce some objective standard of comparison composition will continue to be measured by personal opinion. The results of our experiment enable us to offer one method of reducing the personal equation and bringing composition-marking closer to the ideal of objective measurement.

American experience points to a notable improvement in the marking of examiners accustomed to use standard scales in their own schools, the improvement being in the direction of closer unity of judgment. Using the median judgment of the 199 assessments which the experiment produced, and acting on the fundamental principle of the American standard scales, that composition-marking is most reliably conducted on a basis of composite judgment, we can formulate our standard scale of specimens.

CHAPTER IV

THE STANDARD SCALE

IN formulating our standard scale we have to do two things. We have not only to set down the median judgment of the 199 examiners who assessed the fifty compositions, and grade these as a median-judgment scale; we have, too, to relate the units to those of the diagnostic scale, as described in Chapter II. The median judgment of the 123 teachers who, in reply to the *questionnaire*, specified an analytic scale indicates the assessing of composition in terms of three classifications: *Thought*, *Structure*, *Mechanics*. This is entirely in accord with the classification followed in the standard scale. But the median judgment of the 123 teachers also indicates the specific values of *Thought* (40 per cent.), *Structure* (40 per cent.), *Mechanics* (20 per cent.), and here they differ from the values given in the standard scale, which are: *Thought*, 60 per cent., *Structure*, 28 per cent., *Mechanics*, 12 per cent. Therefore, side by side with the values which constitute the median assessment of the 199 examiners who marked the fifty essays, alternative values are shown based on the weighting of the 123 teachers. The alternative values will be in terms of the classification *Thought*, 40 per cent., *Structure*, 40 per cent., *Mechanics*, 20 per cent. To set down a specific spelling mark would be difficult, since only fifty-six of the 123 teachers indicated any spelling mark, and only twenty-six of the fifty-six gave a distinct and positive mark. The preference for a deduction for spelling errors is quite clearly indicated, however, and the plan of deductions in the standard scale meets the requirements of the diagnostic scale.

The final standard scale will thus be the composite

NORTHAMPTONSHIRE COMPOSITION SCALE

judgment of 199 Northamptonshire teachers; the alternative weighting of the diagnostic elements will, in particular, be their own contribution, for their composite choice has declared for a relative weighting of the diagnostic elements totally different from the writer's personal inclination. The scale of specimens itself will be based on a graduated series of compositions written by Northamptonshire children of the eleven-to-twelve age group, covering a range of five subjects of different types. The series includes twelve compositions adjudged to be of Grade I merit, twenty-four of Grade II, nine of Grade III, and five of Grade IV.

It may here be asked what practical assistance the teacher of composition can hope to derive from the use of these scales and from the statistical details included in this volume. They can be of value to him only if he decides on practical application. First of all, he should look upon himself as an additional member of the body of 199 examiners who volunteered to mark the fifty essays, and he should himself cover the same ground, disregarding the standard values attached to the compositions, and marking for himself the whole series on the basis of the schedule in the Appendix. When he has done this he will be in the same position as the 199 examiners who participated in the experiment, and he will be able to discover his own deviation from the median judgment of his 199 colleagues, and to evaluate the extent to which he must bring his own personal judgment into conformity. Either he may use the scale followed by the 199 markers—(A), 30, (B), 14, (C), 6—or he may follow the alternative scale of (A), 20, (B), 20, (C), 10. In the latter case he will find the alternative values in brackets alongside of the values in the schedule in the Appendix. He will then be able to make direct practical use of the standard scale as a measurement of his own pupils' class work, by setting them the same subjects of composition as those contained

THE STANDARD SCALE

in the scale, and matching the work with the compositions of the scale. This will not only tend to make his own standard more objective; it will, in addition, enable him to diagnose and classify his pupils' work in the component elements of composition.

It may further be asked how this can possibly assist in the standardizing of composition marks, or in the measuring of composition work in class work or examination work where the subjects are entirely different from those of the scale. American experience (and, indeed, the experience of those who have utilized the more limited scale of Dr Boyd) indicates that familiarity with a standard scale does undoubtedly produce a more objective attitude to marking, and that even in the case of totally different subjects the matching of *types* of work helps to objectivize judgment. It is a significant fact that composition-markers in the Northamptonshire Annual Schools Examinations, who work on this plan of matching with a median scale, and who work together for three years, show considerably less variation in their first batch of marking during their second year than they did during their first year, and still less in their first batch of marking in their third year.

It would not be out of place here to quote the actual results of utilizing, even in a limited sense, a median-judgment scale in the Northamptonshire Annual Schools Examination, where four examiners, under a chief examiner, mark over two thousand compositions, with a scale of twenty specimens which they use for matching purposes. If the contention is right that the use of a standard scale, even in this more limited sense, tends to objectivize personal judgment, one would expect to find: (a) a fairly close agreement in the median and interquartile range of examiners' marks throughout the marking, (b) a greater unity of judgment *after* using the scale than before.

In support of (a) the following figures are illuminating.

NORTHAMPTONSHIRE COMPOSITION SCALE

They represent the marks of four examiners marking over two thousand compositions on disparate subjects, using the same schedule of marks as in the Appendix and a scale of median judgment. The marks are on a maximum of 100.

(1) The first hundred scripts marked by each examiner :

—	Upper Quartile	Median	Lower Quartile	Inter- quartile Range
Examiner 1 . .	58	48	34	24
" 2 . .	62	48	32	30
" 3 . .	66	60	40	26
" 4 . .	66	50	42	24

(2) The third hundred scripts of each examiner :

—	Upper Quartile	Median	Lower Quartile	Inter- quartile Range
Examiner 1 . .	62	52	34	28
" 2 . .	58	48	32	26
" 3 . .	62	50	34	28
" 4 . .	64	48	36	28

(3) The last hundred scripts of each examiner :

—	Upper Quartile	Median	Lower Quartile	Inter- quartile Range
Examiner 1 . .	60	52	40	20
" 2 . .	60	48	36	24
" 3 . .	64	52	42	22
" 4 . .	66	50	38	28

In support of (b) the following figures are interesting. First of all, let us take the marks given by the examiners for the first series of the same twenty compositions circu-

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THE STANDARD SCALE

lated before standardization. They run as follows (read in columns down):

—	Upper Quartile	Median	Lower Quartile	Inter- quartile Range
Examiner 1 . .	56	46	36	20
„ 2 . .	56	38	28	28
„ 3 . .	54	44	32	22
„ 4 . .	60	52	50	10

Except in the upper quartile the variation is fairly serious for experienced examiners marking exactly the same work. Now let us look at the marking of the twenty compositions circulated *after* the whole of the marking had been carried out by means of the standardized scale. The distribution runs as follows:

—	Upper Quartile	Median	Lower Quartile	Inter- quartile Range
Examiner 1 . .	60	53	47	13
„ 2 . .	60	52	46	14
„ 3 . .	62	52	47	15
„ 4 . .	60	53	46	14

The first three scripts in place order, the median script, and the bottom three were the same throughout. Twelve of the scripts carried the same mark or with a variation of one mark only. It would be difficult to produce a closer unity of judgment in assessing composition.

It is also interesting to compare with the standard scale the marking of the fifty compositions by the examiners who actually marked the fifty among the two thousand in the Annual Schools Examination. These examiners, with a chief examiner, marked by matching with a scale of twenty specimens. It is significant to note how closely

NORTHAMPTONSHIRE COMPOSITION SCALE

they approach the values given in the standard scale. They agree on the grading except in five cases. Even in marks value they show no wide deviation. The original marks given in the Annual Schools Examination to the fifty compositions will be found in the Appendix. The main differences are to be found in the range of intervals—the compositions as marked by them covering the full 50-0 range, instead of 45-7. The upper quartile mark is the same; the median has a difference of 4 marks, and the lower quartile a difference of 3 marks.

Teachers who have served on this panel and on similar panels in other areas have found even such a limited scale as twenty specimens, based on the median judgment of four to five examiners only, most useful as a guide in their own class work. One therefore feels justified in hoping that this standard scale, the fruit of experimental work over a series of years, may prove of value to members of the teaching profession. Every experimental step which seeks to progress towards the goal of objective measurement is useful; every effort to substitute assessment by agreed measurement for the cruder assessment by opinion is worthy of consideration. This experiment claims no more than that, but it is offered as a definite contribution towards the better understanding of the purpose and value of objective standards in composition-marking, both for the teacher and for the examiner. It represents the fullest experiment so far published for the production of an all-English scale, based on the work of English children of one age group, and made possible by the co-operation of the Northamptonshire teachers and the practical as well as sympathetic assistance of the Northamptonshire Education Committee.

STANDARD SCALE OF SPECIMENS ¹

GRADE I

TWELVE COMPOSITIONS

No. of Composition	Thought	Structure	Mechanics	Total	Spelling Deduction
34	27 (18)	13 (19)	5 (8)	45	0
38	27 (18)	13 (19)	5 (8)	45	0
I	26 (17)	13 (19)	5 (8)	44	0
20	26 (17)	13 (19)	5 (8)	44	0
48	25 (17)	12 (17)	5 (8)	42	0
22	24 (16)	12 (17)	5 (8)	41	0
24	26 (17)	11 (16)	4 (7)	41	0
32	25 (17)	12 (17)	4 (7)	41	0
19	25 (17)	11 (16)	4 (7)	40	0
φ 46	23 (15)	12 (17)	5 (8)	40	I
42	25 (17)	11 (16)	3 (5)	39	0
φ 15	23 (15)	11 (16)	5 (8)	39	0

¹ It will be realized that the change in the relative importance of the separate elements must necessarily produce a variation in certain totals. That is inevitable, and for that reason no more can be done than to indicate the difference in weighting of the diagnostic elements.

The two compositions marked φ are on the border line between Grade I and Grade II.

GRADE II
TWENTY-FOUR COMPOSITIONS

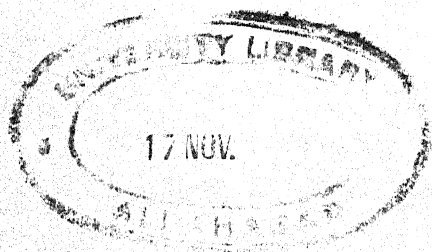
No. of Composition	Thought	Structure	Mechanics	Total	Spelling Deduction
26	23 (15)	11 (16)	4 (7)	38	0
13	23 (15)	11 (16)	4 (7)	38	0
41	23 (15)	11 (16)	3 (5)	37	1 $\frac{1}{2}$
30	20 (13)	12 (17)	4 (7)	36	1
8	20 (13)	10 (14)	4 (7)	35	$\frac{1}{2}$
2	20 (13)	10 (14)	4 (7)	34	$\frac{1}{2}$
33	21 (14)	10 (14)	4 (7)	34	0
16	20 (13)	9 (13)	5 (8)	34	0
28	20 (13)	9 (13)	4 (7)	33	$\frac{1}{2}$
45	20 (13)	9 (13)	4 (7)	33	0
17	19 (13)	9 (13)	3 (5)	31	1
27	18 (12)	8 (12)	3 (5)	29	0
4	15 (10)	9 (13)	4 (7)	28	0
49	15 (10)	9 (13)	4 (7)	28	1
23	15 (10)	8 (11)	5 (8)	28	0
3	16 (11)	8 (11)	3 (5)	27	1
10	15 (10)	8 (11)	4 (7)	27	0
12	15 (10)	8 (11)	4 (7)	27	0
50	15 (10)	8 (11)	4 (7)	27	0
40	15 (10)	8 (11)	3 (5)	26	1
6	15 (10)	7 (10)	3 (5)	25	1 $\frac{1}{2}$
14	15 (10)	7 (10)	3 (5)	25	1
21	15 (10)	6 (9)	4 (7)	25	$\frac{1}{2}$
7	15 (10)	8 (11)	2 (3)	25	1 $\frac{1}{2}$

GRADE III
NINE COMPOSITIONS

No. of Composition	Thought	Structure	Mechanics	Total	Spelling Deduction
29	12 (8)	8 (11)	3 (5)	23	2
35	10 (7)	8 (11)	3 (5)	21	0
36	12 (8)	6 (9)	3 (5)	21	0
43	12 (8)	7 (10)	2 (3)	21	1½
18	12 (8)	6 (9)	3 (5)	21	1
39	10 (7)	7 (10)	3 (5)	20	1½
5	10 (7)	7 (10)	3 (5)	20	1
25	8 (5)	5 (7)	3 (5)	16	1
9	6 (4)	5 (7)	3 (5)	14	1½

GRADE IV
FIVE COMPOSITIONS

No. of Composition	Thought	Structure	Mechanics	Total	Spelling Deduction
47	5 (3)	4 (6)	3 (5)	12	0
44	5 (3)	4 (6)	3 (5)	12	0
11	5 (3)	4 (6)	2 (3)	11	4
31	5 (3)	4 (6)	2 (3)	11	1½
37	3 (2)	3 (4)	1 (2)	7	2



APPENDIX

INSTRUCTIONS AND SCHEDULE OF MARKS CIRCULATED WITH THE FIFTY COMPOSITIONS

(The alternative values, in accordance with the judgment of the 123 teachers who declared their method of assessing, are indicated in brackets.)

As this year it is hoped to make the composition-marking the basis of an interesting experiment, it will be necessary to set down in detail each section of the work. To those examiners who are familiar with the general scheme most of the following notes will be repetition, but they may possibly welcome the inclusion of all details in a more comprehensive form.

I. GENERAL PLAN

When the marking of the composition scripts was transferred from a single external examiner to a team of markers a serious problem had to be faced. The marking of composition work is admittedly the most difficult of all marking. In other subjects it is comparatively easy to formulate a rigid scale of values which enables us to maintain the same standard throughout.

In composition work we find that no two persons have the same standard of measurement. Most examiners mark according to general impression; but this is so variable and so intangible that to rely solely on it would produce a chaotic and quite unrelated basis of measurement.

In many examinations the difficulty is surmounted by shirking it entirely—that is, by omitting composition work. This is certainly convenient, but not only does it leave the problem unsolved; it also cuts out a vital part of English work and the most natural method of written expression.

It was decided to face the difficulty boldly in the Annual Schools Examination, the examiners forming part of the

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marking team signifying their willingness to carry through the detailed steps necessary.

In the United States a serious attempt has been made to objectivize composition-marking by utilizing a scale of specimens in order of merit and matching with the specimens the scripts to be marked. It is true that this method is still in the experimental stage and that obvious difficulties at once arose. Still, it has been found that constant practice with standard scales cuts down the personal equation of the examiner and produces a closer unity of judgment.

To be of value in English schools English standard scales should be used. These are not available. Our procedure, therefore, must be the fixing of a scale based on the median judgment of a group of examiners. Once the scale has been fixed we have before us a series of specimens which we can use for matching purposes, and which will serve as a check whenever our personal equation tends to become too insistent.

II. BASIS OF ASSESSMENT

Examiners should accustom themselves to marking in series (see below), and to disregard in the first reading all spelling mistakes, all grammatical errors, and any untidiness. Indifferent spelling and poverty of ideas do not necessarily go together; indeed, it is quite possible to find a clever piece of composition written in ill-spelled English, particularly when a child has a wide range of vocabulary.

The section covering the first reading will be known as:

(A) THOUGHT: 30 MARKS (20)

The range of subjects covers various types of composition exercise—narrative, expository, inventive, descriptive—and the thought content will be expressed in correspondingly different ways.

In assessing, examiners should consider (a) the originality of conception in the composition as a whole, (b) the organization of ideas, whether logically grouped, with minor details subordinated to main issues.

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In good work there should be unity and coherence.

The most satisfactory method is to fix certain main grades of merit, and to mark them mainly in series of 5 marks, but with the possibility of a split serial mark at certain points, thus:

Grade I	30 (20) 27 (18) <hr/> 25 (17-16)
Grade II	23 (15) 20 (13) <hr/> 15 (10)
Grade III	<hr/> 10 (6)
Grade IV	<hr/> 5 (3)
Zero	<hr/> 0

When examiners have assessed for (A) they should reread to assess for:

(B) STRUCTURE: 14 MARKS (20)

This does not mean the purely formal elements of structure, but structure as closely applied to (A). The heading subdivides into:

(1) *Adequacy of Vocabulary*: 10 MARKS (14)

Examiners should see whether they consider the vocabulary commensurate with the child's ideas, and whether it is adequate in range and discrimination. Here again it is well to mark in series, representing grades of merit. Three grades of merit are suggested, marked in sets of 3 marks—*i.e.*, 9, 6, 3. The remaining mark is left for award to the child whose range of vocabulary is specially good.

(2) *Sentence Unity*: 4 MARKS (6)

Good work will show ability to use varied sentences and sentence openings and unity of construction. Poor work will have separate ideas strung together by 'and,' or 'so,' or 'well,' etc.

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(C) MECHANICS: 6 MARKS (10)

This includes capitalization, punctuation, and grammar—
2 marks each.

Examiners should finally set down a mark which, in their
opinion, constitutes a fair deduction for spelling errors.

The marks for each script should be set down thus:

(A) (Grade.....)

(B) (1)

(2)

(C)

Total _____

Spelling deduction

THE FIFTY COMPOSITIONS FORMING THE STANDARD SCALE

Time for each composition—30 minutes

Write a composition on *one* only of the following :

- (1) Election Day
- (2) A Snowstorm
- (3) Guy Fawkes Day
- (4) The old apple tree in Spring, in the Autumn, and in the Winter
- (5) Write a story called "Moonland"

(1) THE OLD APPLE TREE IN SPRING, IN AUTUMN, AND IN WINTER.

In Spring, the old apple tree is just bursting its buds and little leaves of a pretty green appear. Early in the morning all kinds of little birds come and sing on its branches. Tom tits, sparrows, a black-bird perhaps and many other birds. Day by day the little leaves gradually grow into very large leaves, and more grow, until the old apple tree is covered with a mass of green foliage. Later on in the Spring some very small buds are seen. These are not leaves this time but flowers that will, in a short time, burst open to reveal a corolla of a delicate pink and white.

In the Autumn, the old apple tree is loved and appreciated very much by the children. In the first few months of the season a number of hard green balls are seen. Some of these fall off, but others come in their places. As the season advances these hard green balls ripen and a red tint appears on the faces of the fruit. Nearly at the end of Autumn, about September, the fruit begins to fall, and consequently has to be gathered.

In Winter, when the snow begins to fall the old apple tree, thinking he has done his work falls to sleep.

NORTHAMPTONSHIRE COMPOSITION SCALE

(2) A SNOW STORM.

One morning I woke up after dreaming about fairies and as I looked through the window I saw that it was snowing. I was quite surprised to see the ground thickly covered with snow which had drifted to about three feet deep. I and two other boys had to walk three miles across the fields to school.

We started off briskly and went about a half-mile when the snow started blowing along like a blizard.

"Let us go back" said Harry who was the youngest; "I'm afraid we shall get lost if we don't."

"Don't be such a baby"; Tom said it wont hurt us will it." They walked on the next few minuetes in silence.

"I say" said Harry breaking the silence; "I've never been across this field before; have you Tom?"

"No I'm sure we havn't I think we must be lost." Although I can soon find the foot path again.

They found the path and got to school safely. When they started home it was four o'clock and it was still snowing. It had risen to about five feet by then.

"Should we wait till it leaves off, or should we go round by the road?" I asked.

"It's the best way" said Tom "because we might miss the footpath across the fields but we cannot miss the road can we?"

"No" I said "I do not mind going round the road, which is two miles longer for the sake of not getting lost do you Harry do you Tom."

"No no" they said both at once "come on or else we shan't get there tonight."

They reached home safely and ate a great supper for they were hungry after their journey.

(3) ELECTION DAY.

At Election Day Rockingham Road School has a holiday or the people would have no room. The cars have papers in saying vote for Manning and Buller or vote for Perry; people wear ribbons on their jackets. Honk! Honk! it is a motor horn fixed to a car carrying people to the school then back to the

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houses. The town is crowded with people who are going to the Election. They are saying "I hope Perry wins," or "I hope Manning and Buller wins. When they arrive they give their card to the man at the door then go home. The boys and girls don't trouble who wins because it will not make it any different so of they go and play but the have to be careful when they cross the road or they would be run over by motor-cars or bicycles. I think it would be safer for them to play in a field or a playing ground, some could go for walks then they would be out of people's way or motor cars, but often they do not they play in the streets while a police man makes them move or some gentle-man pushes them out of the way and says, go away and play some where else. If the crowd round the doorway they soon get a box of the ears and sent away. While all this is going on the men at the Election are putting Perries letters in on heap and Manning and Buller's in another one when night comes they take all of the papers to the police-station and the are counted he next morning and the one who gets the most papers, is the Member of Parliment for the next half year or next term. If Perry wins people grumble or some cheer him, and the same with Manning and Buller. The most thing I dislike about the Election is people gamble and bet that he will win or he will not win and things like that.

(4) MOONLAND.

The moon was shining very bright through Marjorie's window, she had only been in bed half an hour. To Marjorie there seemed a big road leading right up to a little door in the moon. Marjorie quickly got out of bed and ran a little way down stairs. "What a silly little girl I am she said aloud of-course the road that leads to the moon is out of the window." Very quietly she stole out of the window a ran right to the little door in the moon. On the door was a tiny knocker she knocked at the moon door and walked straight in. Now she knew where she was.

"This is the place they call Moonland" said Marjorie not at all suprised. Inside the door was a row of tiny little lamps all alight. "How pretty it is" she said.

NORTHAMPTONSHIRE COMPOSITION SCALE

(5) ELECTION DAY.

We were all sitting down in our class-room one afternoon, when it strook four o'clock and to-morrow was Election Day and we were going to have a holiday. After school, there was a great deal of shouting among the boy's and girls they were talking about what they were going to do to-morrow. It soon began to get darker and darker until at last every-body was in bed and fast asleep, and in the morning the sun was shining through the windows but it was bitter cold in the streets. Everybody looked so busy as they walked up and down the town and there was more than twenty people just out-side of the Council school door which was wide open and the policeman and to or three other smart men were in-side the school writing things down in there diary's. There was a lot of motor cars waiting outside of the school for people who wanted to be driven by a motor car.

(6) THE OLD APPLE TREE.

My Grandfather has a very old apple tree. In Spring, Autumn, and Winter it has changes. When Spring comes it begins to look beautiful, with the young, and tender leaves, and blosems. The begining of the Summer there are apples hanging from the banches. At the begining of Autumn it looks a little sad. For the apples are being gathered. After all the gathering is finished their are sent away to be sold. At the end of Autumn the leaves are dieing all the same it still looks pretty. When Winter begins it looks as if there is not anything left on the tree. But there is. For there is small buds on the twigs, and branches. In them are the leaves, and fruit of the coming year. The buds do not make much difference to the tree when you look at it. But it does, the tree would look very very funny in

(7)

Last Thursday, we had a days holiday for the Election. I was asked to run from the schools to the Comitee Room with numbers so that the people would not have to votes. After Half past five in the the evening we were very busy putting numbers down and taking then to be crossed of. Hour by hour

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went slowly by and people came teaming up to vote. Motors were in number fetching people who were old or helpless to vote large crowds were waiting to hear the poll declared out Eight o'clock I heard the men say just eithe o'clock we must close the doors now. they were waiting to count up the votes they had to bring the boxes from Bozeat Grendon and Eston Maudit. At grauter past Nine the annouced who had won. The Marquis of Northanton won who mother voted for. The Marquis gave a speech and the Rev. E. Slater they sang "An't he a jolly good Fellow."

(8) A SNOWSTORM.

The day had been cold and now a snowstorm assembled. At first it snowed moderate but now a blizzard began. Few people were out on this wretched day, and all who were about were doing urgent buisness. The snow became worse and worse and it almost took your breath away to face it. Later in the day the wind arose, making the falling snow hit you in the face like stones. The hurricane was now, in its worst for chimney pots, were being blown off and the ground two or three inches thick with snow.

Travellers, were being detained from their work and that meant that the factories, were suffering through this utterly detestable snow. As the day wore on the wind dropped and the snow ceased to fall. Children coming out of school were delighted to see that the wind had dropped and that the ground was now three-inches thick with snow. The children were the most delighted with this fall of snow, but I think their mothers and fathers were just the same long ago when they were children.

(9) ELECTION DAY.

The people go to a place where a curtain man is speaking. He sometimes has it in an hall or outside if it is fine. The people go out to hear them speak just for a walk.

The men have to tell them all about the Consertivs and the othe people. Some of the people do not want to go and some are just the oppsite.

It is a very busy day in Northampton when it is on at town.

NORTHAMPTONSHIRE COMPOSITION SCALE

When many people get there among the crowd they say it is too hot. Some of the people have votes for the men who are trying to get in.

The buses are full taking them to town to hear the men speak. He sometimes stands on a big box so that he makes his voice seem to go farther. The people laugh as they go by the people have a job to hear what the man is saying.

It is about all over in about an hour's time, and the people go away. The man is hot because he was in the crowd, then he goes away to have some tea or dinner.

(10) THE OLD APPLE TREE IN SPRING.

The old apple tree at the bottom of our garden is just coming into bud, and the little birds are making their nests in the mossy forked branches. Every morning when I get up I hear a little bird singing to its wife which is sitting on some eggs, (and) I often see them feeding on little worms and seeds in the garden. The tree is so old that it leans on one side which makes it more shady for us in the summer. And we can have a tent held up by branches. The old apple tree looks very fine in the spring when the leaves are a lovely green. The blossom gives a lovely smell which brightens up the garden. I

(11) THE OLD APPLE TREE IN SPRING, IN THE AUTUMN AND IN THE WINTER.

In the spring the trees are getting pretty. They have new green leaves on. In the autumn the leaves begin to go dead. The trees look very bare with no leaves on at all. They are nice and green they look very pretty when they have all the leaves on. In the windy weather it blows all the leaves off the trees. There are all kinds of trees. In the winter we see the leaves getting bigger every day they keep on growing. In the winter the trees all go dead. They stop sending up sap the trees stop working nearly all the winter. Winter is a resting season for trees they have to try very hard to feed the roots. The ash tree works every so hard to get all its food. They do nearly all the work in summer. Some trees don't do any work at all. The buds are all sticky at first when they start to grow. The

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trees do not have enough food to give the steathen. They have a bit of from the root but not much in the winter they have more

(12) A SNOWSTORM.

Once upon a time, there came a heavy snowstorm. It came so heavy that you could not see a thing in front of you.

While this snow-storm was on, I was in a lady's house about six miles from home. The lady said, "You cannot go in this, come inside, and have some tea" so I said "I must go because my mother will think I have got lost." "Al right then?" said the lady, so I started out, and it was a journey too, I kept running in to hedges and other things. Some of the snow got into my eyes, and I thought I would turn back but I kept on.

When I had gone a mile I was soaked to the skin. I met a motor a few yards off, and it gave me a ride. When I got home the snow was a foot deep. As I walked in the house, my mother came rushing to me, "How have you come back" I was wondering about you, I begged to not to go, and here you are wet through to the very skin." "I came back by a motor, it picked me up a mile from the lady's house.

(13) MOONLAND.

One night the stars were playing round their mother the moon. Father sun, had gone to bed. Mother moon, said to her children, "Now do not wander away to far." "We will not!" they all cried in a chorus.

Now there was one little star, named "Shedlight," who liked to wander away, by himself. On this pecticular night his mother said, "Shedlight, play with the others, or else you will surely fall down to the earth." That night Shedlight was very curious, watching a ship on the sea. He floated on a little lower, "When, Lo!" "he fell into the sea."

The star struggled to get to the ship but found it impossible. The fishes all gathered round to have a conference what this thing was. One said, "Its a childs hat," another said, "That's a piece of bread." "I'm a little star," said Shedlight. "We'll turn you into a starfish," they said. That is how they became to be a starfish in the sea.

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(14) ELECTION DAY.

Election day is generally on a Thursday, when people go to vote. There are two Election days. one day is for people to vote for a certain man to get on the Counsel, the other one is to vote for Labour, Libril and another party called Consernitive. The voting stations are in different schools, where you have to sign a paper which is given to you.

There is always a lot of motor-cars outside the schools, where people take you to the station if you wish them to. Thousand of people go to vote on Parliament day, when you have to vote, for the other one people are not forced to vote. People do not have to vote if ill or has something to stop them.

The one that get the most votes wins, and are put on the counsel or otherwise put in Parliament. One votes for the one that they think to be the best man to be put on which ever one it is.

As you pass in boys that stand at the door take your number which you have on a card which has been put in your letter-box. There is generally four boys at each door, who all take the same number as each other. To see who has voted, and who has not, because there ought to be (a) certain numbers. These boys all get paid so much after an appointed time.

(15) THE OLD APPLE TREE IN SPRING TIME.

The old apple tree is now bursting into buds. The sunshine has called to the closely wrapped buds and soon the green leaves and dainty, pink and white blossoms will appear. We shall soon have to spray it or we shall no rosy cheeked apples, but nasty little brown speckled ones which are not very nice to eat.

In Autumn time.

Now see what the spraying has done to the tree. It has cleansed the bark and so got rid of all the little insects which do so much harm. Very few are maggoty and the rest we will put by till winter. Those that are maggoty we will eat.

In Winter.

How bare and different it looks now. The icicles hang from the boughs and look as if they will drop straight into the ground by they drip drip away till they are nothing

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(16) GUY FAWKES DAY.

Guy Fawkes Day is generally a happy day for children. They buy fireworks from the shops, and in the evening the set them on fire.

This day occurs on Nov. 5th, which is only once every year.

I like Guy Fawkes Day myself, but I do not have any fireworks, or make an old man. Some children make old men put an old hat on his head, and a pipe in his mouth. When school-time is over we rush home from school, eat our tea very quickly and take our fireworks into a field, and let them off. I like to watch the fireworks, especially on a starry night. Once I can remember, I was in a field, and some children had had some fireworks. They had used all their matches, and fireworks too, so they asked me to get some fresh ones. They gave me one shilling to buy some more. I ran as hard as I could to the shop. I fetched a box of matches, and four penny fireworks.

I went back to the field and stayed there to see the fun of the fair (which the children called it).

They put two fireworks underneath the Guy-Fawkes, lighted the fireworks, and also Guy-Fawkes.

They ran away about five yards off, and watched the fireworks, and Guy-Fawkes ascend in the air.

(17) MOONLAND.

In a palace of pure gold lived the king and queen of Moonland, (they were both fairies). The king and queen had know children, this made the king very uneasy for he began to wonder who after his death would inherit Moonland. One day the king summond the people to a meeting in the royal court. Among the people that were present was a peasent's son. The king declared that any body who would him a tiny baby know bigger than his thumb, should have half of his kingdom. The peasent's son went home wondering where he could find a tiny baby. Next day he went for a walk in the woods. As he ran along through the woods, he found a walnut, he picked up, and there was a tiny lable on it marked Moonland he picked it up and cracked it and there layed a tiny baby, he took it out of its bed and took to the king. Who gave

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(18) ELECTION DAY.

On Election day the people come to vote for who they want. The people who are being voted for, get some boys to take the numbers at the doors before the people can go and vote. There is an policeman in the school hall to see that no one cheats. When they have given their number to the man in the hall then he will give them a card and write their name on it and then put it into a box. When the box is full they go and get another one and use that until it is full. When the boys cards are full they are compelled to run and get another one or they will loose some of the people who are going to vote. Some of the people do not give the boys their number so that it puts wrong the people who are crossing off the names. Some of the people go and fetch the people who are ill and cannot come to vote.

(19)

*The old apple tree was covered with a delicate pink blossom in Spring, and with little green leaves that had just cast off their their greeny red coats looked handsome. So full was it that you could hardly discern the old brown and black branches, just a small part of the trunk which had been painted white could be clearly seen. Soon a gush of wind struck the tree and some of the gorgeous little flowers dropped to the earth.

Later on in the Autumn the apples started to grow and as time went on they grew bigger and rosier. Soon you could espy the mistletoe growing on the branches (growing) like a stag's antlers. When the majority of apples were large and rosy the farmer picked them all and sent them away. Now, it didn't look nice with dying leaves on.

In winter it looked awful with long straggling leafless arm's and a half white trunk for the rain had washed away half the other white paint. Now and then it would have snow upon it. Hardly any birds would come and sing on it like they did in the months of Spring.

(20) GUY FAWKES DAY.

All was dark, when the Morcove School girls came running into the garden laden with boxes full of the beautiful fireworks which they were going to burn.

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All at once, Whizz, Bang, Bang. came from the garden, followed by shouts and squeals of the merry school girls as they let their fireworks soar high into the pitch dark sky, then with a loud bang, fall to the earth again.

Then came the lighting of the huge monster bonfire, which caused a lot of excitement among the girls who all wanted to light it at the same time and knew it was impossible to do so.

Last of all came the ugly looking guy stuffed with fireworks from head to toe. Once again the excitement was roused as he was set in the middle of the fire. What a hissing, banging and crackling noise it made as first one firework then another caught fire, and was sent whizzing high into the air.

At last when all the commotion had died away the girls went into supper still chatting gaily about their fun.

(21) GUY FAWKES DAY.

Guy Fawkes Day is on November the fifth. On Guy Fawkes day one of my friends asked me if I would help him make a Guy Fawkes. I said "Yes." We went in his house and found a pair of old trousers a jacket and a hat. Then, we went up the garden and found some straw. Well, we put some straw in the trousers and took two sticks about three feet long and put through the trousers legs and put them in the ground. We then put some straw in the jacket and fastened it to the trousers. Then we put a mask on the top of the jacket and put the hat on. He then asked his mother if he could take some out of his money box, to buy some fireworks. His mother said "Yes." We then bought a half crown's worth of fireworks. At night the first one to let off was a "Crash Bang."

(22) A SNOWSTORM.

"Make haste home, my dear," said my aunt as I stepped out into the blinding snow. It was eight o'clock, and a terrific snowstorm had been raging throughout the day, and as the results the roads were under two feet of snow, and in places it had drifted to the height of six or seven feet. As I went along the lane I saw a small boy seated on a wall, and from that advantageous position was effecting a heavy bombardment of passer-bys. Much to everyone's amusement a man

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appeared behind the wall, and gave the urchin a hearty push, and the lad fell into a considerable-sized drift, and managed to extricate himself just as his father came up.

The storm was raging fiercer every minute, so I took shelter under a veteran oak.

After a while the storm abated somewhat, so I went home, or, nearly home, as I had to take a package from my other aunt's house to the station, which was half-a-mile away, and I go home at exactly ten o'clock.

(23) A SNOWSTORM.

When a snowstorm begins the sky goes grey, then little tiny flakes begin to fall, and at last it begins to snow as hard as it can. The decks on ships at sea get covered, and in some parts the snow gets as deep as ten feet, and then sweepers have to sweep the snow away, so that motors and horses can get along.

If in the night the snow turns to rain, and it freezes in the morning when people are going to work, they slip over. Accidents happen, and horses fall down and break their legs, and they die in the street. While men are out it sometimes snows so fast that they are covered in it before they reach their destination.

A horse might be seen sliding along on its hoofs, and neighing as hard as it can, while the driver is doing all he can to stop it.

(24) MOONLAND.

One lovely moonlight night a little moon-man slid down the moonbean into a little boy and girl's bedroom. They were fast asleep, but as soon as the little touched them, they woke up. The little said to them that if they were good he would take them to moonland. Both together the children cried "We will be good, do take us." You must be very quiet then, so as not to wake anyone.

They were soon on their way to the moon; the moonbeams where so hot that they had to put their slippers on. When they arrived right at the top, the little man said, "What would you like to see first?" Anything, we don't mind what.

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"I think you would like to see the chocolate mine." When they had walked a little way and the boy and girl saw the mine, they could hardly believe their own eyes.

The mine was just like a cave, but instead of being rock it was solid chocolate. "May we have some," the boy said. "You can have as much as you can carry," the little man replied. So they filled their pockets full.

Now we will go to the lake and you may have a drink, you must be thirsty after all the chocolate you have had. The little girl drank first who made a cup with her hands. "Why it is not water at all, it is lemonade." The little man stood laughing at them in the funiest manner.

"I am afraid I shall have to take you home," he said, as dawn is beginning to break. They did not go home so eager as they came, their faces were dull because they had to leave the moon. But they were soon in the land of nod again.

(25) ELECTION DAY.

On election day the people come and vote for the man they like best out of two men. It is very busy towards the night because they come from work then. The election when it is at thrapston it is generally in the church of England school. In the day time motors go and old people to vote and those who have been living in Thrapston and gone away to another place. The men encuage the people by having puplic meetings and send letters to them. Not long ago there was an election and the men were chosen were called candiates.

(26) THE OLD APPLE TREE.

As Spring came the apple tree began to look fresh. The buds were bursting and showing their pale green leaves. The birds chirped from the slender twigs, and the old apple tree's gnarled trunk seemed alive with small insects. Just before the season of Spring came to an end the blossom began to come.

All through the summer the apples began to come. When Autumn came the apples became rosy and ripe and then they were picked. As the end of Autumn drew night the leaves turned golden and red. Then the birds began to sleep longer.

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When at last winter came the leaves fell of the old tree and the winds began to blow the tree about. After the leaves had left the tree, it looked bare. Its gnarled trunk was no longer alive with insects but its bark fell away from the worm-eaten trunk. When at last the snow came the tree was wrapped in a carpet of radiant white, which the children used for snow-balling.

(27) GUY FAWKES DAY.

When Guy Fawkes Day arrives children, and sometimes grown-up people buy fireworks, and then when the night is dark they light the fireworks and in about a seconds time, the firework explodes. This is done to keep the name Guy Fawkes on our minds, for sometime ago, a man named Guy Fawkes was found storing gunpowder in a cellar underneath the ground, for to destroy the "Houses of Parliament."

Sometimes the children make a large doll, and on Guy Fawkes night, they take the doll round the town or village, whichever it may be, and burn the doll.

Guy Fawkes day always is on the day of November the fifth, the day never changes. There are all kinds of names of fireworks, such as, rockets, jumpers, etc.

People are fined some money sometimes if they do not light their fireworks in a safe place.

Some years on Guy Fawkes night, there has been houses burnt down with the fireworks; not very long ago in a village there were some house burnt down with a boy who was playing with fireworks, the firework flew on to the house which happened to be a thatched roof, and set fire, and some of the houses by that house were burnt down. At the present day, many people do not buy fireworks because they are dangerous.

(28) ELECTION DAY.

Election day we have a holiday, that is why most boys and girls like it. The worst thing is, that it does not come round often enough. I do not understand politics but I suppose it is to see who has to go in parliament. There are also some smaller ones, to see who is to go on the council. Most people vote, but you need not if you do not want to. You go to one

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of the schools round about, and you have a little card with the men's names on, who are putting up for parliament or council. You put a tiny cross against the one that you think will do and be the best for the country or town. In parliament, those that get in are allowed to stop there for seven years, I do not know how long you stop in for the council ones. You cannot vote until you are twenty one. In the towns, cars run about fetching people to vote. They have placards on them with. vote for so and so whoever is putting up. At the end the votes are counted up and the man who has the most goes either in parliament or council. There is one thing that puzzles me very much, that is about the Liberal, Labour, and Conservative people. I think it is a Conservative Government at present. At Kettering we have just had an election, but I am sorry to say that we did not have an holiday. I suppose I shall have to vote.

(29) A SNOWSTORM.

One day last week a terrible snowstorm came as I was taken a walk in the morning. I was from home but still it did beat down on to me and it took a long while for me to get home. When I came into the door I was assaturated with snow. Soon my mother dried my coat on the gard and hung my cap on the oven door so a to dry them both.

As I looked out of the window I saw the snow coming down on to the ground as fast as it could and soaking all the people who was out in it. All the ground you could was all white. Then a motercar came out, and ran into a drift, and had to be dug out of it will the snow coming down. The men who were engaged in digging it out were soaking wet too. While the snow fell it frozened the lakes and ponds which was round about us. The next morning it snowed again and the skaters went up to the lakes and started to skate in the snow which was still coming down fast. The ground was covered with snow everywhere whith depth of three inches soon the snowstorm ceased.

(30) "MOONLAND."

As I walked up the garden path I mused to myself "I should like to go to Moonland.

NORTHAMPTONSHIRE COMPOSITION SCALE

"Jump on my back then," exclaimed moonie the cat on I jumped and then we started off. As we arrived at our destination I saw funny houses co.

The inhabitants were like big impliment with iron heads and iron bodies they walked about the cobbled streets majestically and when I passed them they muttered audibly in a guttural language. The houses were like bee-hives situated on the side of the road. When we in the temple I thought it was like a Buddhist temple insid it was all placid silver studded with jewels. The king was seated on a throne of ivory and chamberlains were bustling about getting ready for a great feast. Savoury stews covered the big dining tables and the outer chambers. After the feast we went back home. "Good night moonie the stars seemed to twinkle.

(31) ELECTION DAY.

Election day we alway have a day's hoiday for the Election, because people come to the school and vote in the Hall. It was taken place the 8th March, 1928. And the lady's fetched all the old lady's up into the hall in there motor cares and then took them back again. At all the people stood at the bottom of the school gate wating while they come to the gate and give the reports out.

(32) GUY FAWKES DAY.

We crowd round our Father laughing happy children. For is it not Guy Fawkes Day. Guy Fawkes stands in the garden made of leaves dressed in father's cast-off suit.

"Hurray now we are going to burn him" is the cry.

Guy Fawkes is covered spinning-wheels, rockets and many other fireworks. Father is setting him on some sticks now he is lighting him.

We gaze steadily at him while the hungry flames lick his body.

Slowly, oh so slowly the fireworks are lit by the flames, now they have reached the top and a tremendous bang nearly stops my heart beating.

"Now for others" we cry and race to the top of the garden.

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A rocket is let off and a murmur of "How lovely" pass through the crowd.

Many others take away our breath because of their beauty.

Father now lets off a jumping jack which seems to jump after our retreating footsteps.

"That is all I have" father is saying "No it is not I have just one more and he produces a spinning-wheel.

Now (Uchen) we return home tired but happy.

On reaching we find another treat for us but that does not concern Guy Fawkes Day so Good bye.

(33) ELECTION DAY.

Every adult and other persons go and vote on election day. Some wear red ribbons and others blue. Those who wear the red ribbons are Liberals, and those who wear blue ribbons are Conservatives. The Liberals vote for their representative for parliament, of their district, and the Conservatives for theirs. In olden days people were forced to vote for who their master told them; or very likely they would lose their occupation.

To-day things are very different. When a person goes to vote, nobody knows who he voted for, unless the person tells them. The person goes into the ballot room to vote, and nobody is there with him. When he (or she), has decided who to vote for they slip the paper into the ballot box, without attaching their signature.

After every-body has voted the ballot boxes are taken into a room where the votes are counted, and the number of votes from all over the country are added up; and then it is put in the paper the party who won. The winning party gets its representative into parliament.

(34) MOONLAND.

The old man in the moon sat in his great armchair, while the moon-sprites around him were chattering. The subject of their conversation was a little child, who now sat amongst them. A moon-sprite had seen the child among some hay, on earth. It was crying bitterly, and the moon-sprite had took pity on it and brought it to moonland. Now the child was growing fast, and did not want the moon-sprites any longer.

NORTHAMPTONSHIRE COMPOSITION SCALE

"There is a world," said the Man in the Moon, "which will turn Elsa into a baby again. But I have forgotten it. Dear! dear!"

Then the moon-sprites jumped up and begged the old man to try to remember the word. As he could not remember it, the moon-sprites scolded him, and were very angry.

One day, a moon-sprite said to the chief moon-sprite, "Why not take Elsa with you on the next journey to the earth, when the moon is full?"

The idea was taken into consideration, and the sprites decided to take her. When the night came, all the moon-sprites came tumbling down the first moonbeam, with Elsa in the centre of them. They had a pleasant time on the earth and then went up the last moonbeam. They found, to their dismay when they came back, that they had forgotten Elsa. They looked down the moonbeam and saw Elsa standing there. Then a woman came to her, and picked her up in her arms. Suddenly the Man in the Moon came running to the sprites. As he came he shouted, "I've remembered the word! It's Woolly-mooly-wug!" At that instant the child changed to a baby in the woman's arms. The moon-sprites heard the woman say, "My lost baby! My baby!"

The sprites went back to their own land, knowing that they had done wrong to take the lost baby.

(35) A SNOWSTORM.

On day just after Christmas the heavens looked very dull and in a little while it began to snow. The snow came down faster and faster and soon it was very deep. It did a lot of damage ruined some people and killed others.

It knocked cottages over and broke windows and also killed animals and spoilt crops. A few days after it stopped and people were having fine fun such as tobogganing and skying. Soon the sun came out and melted the snow and that caused the river to flood and a lot more unhappy things was done. This caused people to go about in boats and live upstairs and many were drowned. This way of living lasted for a long while and people began to get tired and went to another village and a very few were left this caused starvation.

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(36) GUY FAWKES DAY.

Guy Fawkes day comes on the fifth of November. And on that day we have fireworks, sometimes daddy or big brother makes us a Guy Fawkes and puts fire-works for its fingers and its toes. If mother or daddy have a hat which they dont want then asked them if they will give you one. If they give you one just put it on the guy fawkes them when the time comes ready for you to light it let daddy or big brother light it for you in case you set yourself on fire or burn your fingers. We have a lot of fun on guy fawkes day. We sometimes stuff it with old rags and straw, and sometimes you can ask the carpenter for a few shaving to stuff it with. Some people stuff theirs with leather bits and stuff which they get from factories. But while it is burning it smells dreadful, something like a chimney when it is on fire and you no what a smell it makes it smells just like soot. So when we make a guy fawkes we make it of leather bits.

• (37) A SNOWSTORM.

A snowstorm is very dangerous, there is a lot of harm done, by sliping on moter wheels or snow balling people. Many a horse is sliped down and broke there legs.

There was a lot of tree broke down this year With the terrible snowstorm, Last Chistmas we had above a foot of snow. there was a lot of moter cars snowed up and people had to

(38) A SNOWSTORM.

The sky became a greyish white, and after a time snow began to fall. Quite small flakes fell at first, but after a time these became quite large. The wind whirled these about in such a way, that it was impossible to see very far ahead. The ground became quickly covered with a blanket of white, which was very soft to walk upon.

Many children, not minding the snow in the least, had congregated in the streets, and one had to be careful, in case they got a snowball in their faces or down their necks. In one street two parties of children had been formed, and a fierce combat was in full swing.

NORTHAMPTONSHIRE COMPOSITION SCALE

If one turned in a dark alley they would most likely run off shrieking thinking they had seen a ghost. Coming back to investigate they would find only a well-made snow-man, "a proud monarch, of all he surveyed." The snow by this time was two or three inches thick, and still steadily falling. Not many people were out, as they preferred, "Home Sweet Home," and a warm fire, to cold snow-bound streets. The snow was not falling so heavily now, and soon it ceased altogether. The world now looked like a fairy-land. Icicles hung from roofs and branches of trees, and every where the sombre earth was covered with powdery white snow.

(39) THE OLD APPLE TREE.

In spring the old apple tree begins to shoot out its new little laeves. Soon it has big beautiful green leaves, when the have come the blossom begins to blom and decorate the tree most beautifully.

As time goes on the blossom begins to fade away and when the blossom has disappeared, and it leave some little round balls are left, and in the Autumn time they are great big apples.

In the Autumn when the apples are ripe. It bears the great branches down with the wieght of the friut. We gather the friut. The leaves begin to fade away and they all fall off.

In the winter it is bear and

(40) GUY FAWKES DAY.

All children no what comes on the fith of November. Guy fawkes day of course. On that special day they have fireworks and bonfires. The children have sparklers but the older folk have sky rockets, shivering carscades, wizz bangs and a lot more. When I went to bonfire last they had a pile of rubbish on top of that was a chair and in it sat a ragged man. Some of the poorer children dress up and smear their faces with dirt to represent Guy Fawkes. Then the they go round with boxes and some of the higher class people give them pennies for fireworks. Then when they have quiet a store of pence go home and get some. Perhaps if they had a lot of pence give their mother some and spend the remainder on fireworks.

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Why do we celebrate the fith of November Years and years ago when James the 1st was king the parliament was opened A friend of the king showed a letter to him and it read like this:—

Dear cousin do not visit the opening tonight for something dreadful is going to happen. Your faithful cousin, Guy fawkes.

So that night James had the cellars in one in found Guy Fawks ready to set fire to some powder. So that is why we celebrate Guy Fawkes day.

(41) "MOONLAND!"

Eric's Father had bought a new airship, and Eric though it would be nice to go for a ride in it, so he went to the shed where it was kept, and read the directions and What do you think he read This Airship is guaranteed to sail out of Atmosphere. "I will go to the Moon," he said to himself as he was going upstairs with his nurse. Eric was undressed and put to bed, "Good nigh Nursie" called Eric, then he went to sleep.

About midnight Eric got up, dressed himself, then let himself down through the window and crept slealthily along to the shed. When he had got inside the airship and shut the door he saw a box the the word Ether Suit written across the top quickly Eric put one on and guide the airsh up through the air. When suddenly he realised that he was out of the atmosphere and the airship was cleaving its way through space. When he arrived on the moon he was supriised by an old man coming at him and with a yell dived of the moon.

Then suddenly he found himself back in his bed with Nurse standing by "Why Master Eric," she said have you been dreaming," "Yes" answered Eric with a laugh.

(42) GUY FAWKES DAY.

Last year my friends and I went to the village shop to get a good quantity of fireworks. At night we first of all burned Guy Fawkes. He was filled with straw and paper with parrifin oil sprinkled on it. He had on him an old shirt and collar and tie. With a ragged suit and a pair of boots and socks. He looked better still with a pair of glasses a mask and a clay pipe.

NORTHAMPTONSHIRE COMPOSITION SCALE

When it was dark Sky Scrapers and Rockets could be seen flying about the air while Air Bombs could be heard noisily banging away as if the Houses of Parliament had been blown up. Fireworks of every description were being let off.

The village shops were doing an enormous trade. Children were asking for fireworks and matches quicker than the shopkeepers could serve them. In the shops was fighting and scrambling, rushing and pushing as if the fifth of November only lasted for ten minutes.

Old guy fawks burned rapidly Flares rose from one inch to one yard high. Even at ten o'clock it was like a summers afternoon, light and warm.

At about nine my friends and I had a bottle of Ginger Beer each and sat drinking it by the fireside with two or three roast potatoes. We kept the fire going until half past ten and then went home to a nice supper and a warm bed, after a jolly evening.

(43) GUY FAWKES DAY.

Guy fawkes day comes on the fifth of November. It is to remind us of the blowing up of the Houses of Parliament. They was blown up in king Charles Reign.

Now on fire-work day as we call we have fireworks and make men of sacks stufed with straw and paper. The fireworks we have, have names such Roman Candles, Jumpers and Little Demons. At night time on the fifth of November we have a bonfire and a Guy as soon as it gets dark we light the bonfire put the guy on and burn him up. While he his burning we set light to the fire-works. On the fireworks is a little peace of blue paper which you then they go of bang or make coloured fountains. Some fireworks if you hold them in your fingers go of and blow your hand of. You are not allowed to have fireworks till you are fourteen years of age. Rockets are not only used for fun, but for danger signals on ships when they are in distress.

(44) A SNOWSTORM.

When the Winter comes we generally have plenty of snow storms, and in our Christmas holidays we had big drifts. I like Winter because that's only the season we get snow. The snow

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comes down in flakes and if you are out in it you soon get it on your clothes.

(45) THE OLD APPLE TREE IN SPRING, AUTUMN, AND WINTER.

The old apple tree is a queer old thing, because it is different in every season in the year. In Spring, when the cold and rough Winter has gone, the old apple tree has a few buds on the branches, and the buds show that it is Spring. The buds are soon little tiny leaves, and you know, that when all the leaves are on you will have some apples. Soon the leaves grow bigger, and you begin to see some more very tiny buds which afterward become the apples.

Then, in the Autumn the leaves begin to go brown, red and gold. and a great number of them fall to the ground, and then the ground looks like a carpet, which had been put there by the fairies. Soon some one gets up the tree, and looks for the nice apples to eat or to sell.

In Winter, when all the leaves and apples have gone off the tree, the snow falls, and some of it sticks to the branches, and therefore nothing can grow. Then the sun comes out and melts the snow, and soon the little leaves are seen again. But Before the leaves are seen a good amount of sun is wanted. In the last month of Winter the trunk of the tree gets a little more food, from the ground, because of the little buds.

(46) THE OLD APPLE TREE IN SPRING, AUTUMN, AND WINTER.

The old apple tree looks best in Spring, with the tender green leaves just bursting through, and the apple blossom with its delicate tints of pink and white. So lovely it looks that people prefer it to the colourful blossoms of Japan. In the autumn to it looks lovely too, the warm red and gold of the leaves glow like fires, and the apples almost call their eager gatherers. In the warm days of early autumn it still offers grateful shade.

In winter it looks the barest and even then enthralls its watcher with the hoarfrost glistening on its boughs, but when the the snow loads its boughs it looks even pleasanter than

NORTHAMPTONSHIRE COMPOSITION SCALE

ever against the drab wintry sky, and the watery winter sunshine.

(47) GUY FAWKES DAY.

On Guy Fawkes Day we had a lot of fireworks, we had a big Guy, and at night we let them off. In the day-time we went and fetched them from Mr. Clarkes. After dinner we fetched some clothes for our guy, we fetched some old boots and a coat and hat. We put an old pipe in his mouth. About seven o'clock we burnt our guy and then let off our fireworks.

(48) MOONLAND.

In Moonland there lives an old man whose face is sometimes seen in the moon. He is the king of moonland and every night he looks down on the earth and watches the mortals in their sleep. Some nights he stops in moonland and the moonland fairies dance to him. If you were to go to moon land you would see a castle in the moon. In the courtyard would be little elfin-grooms busily getting their master's bird ready for a fly through the skies. Inside the kitchen would be the fairy-cook getting the moon-king's dinner. The little fairy-servants would be running about getting things for their masters. In the best room of the castle would be a window which looked out upon the earth. If it was night-time the moon-king would be looking out upon the earth holding a yellow candle in his hand. By this light people walking about in the streets of the earth are guided. In the day-time the king of the moon has royal banquets. The banquets are held on a large cloud called the banqueting hall. At the head of the table sits the king and his nobles while at the bottom sit the servants ready to fetch other things which are wanted.

(49) "MOONLAND."

Dick and Mary were sent to bed early last night for being bad. Just then Mary thought she would like something to do. Then she suggested something to Dick and said, "You know I told you that I dreamt that, that fairy lord we saw on the grass about a week back was giving a party." "Yes," said

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Dick, "but where is it?" "In Moonland Ball room," said Mary. "But how are we going to get there?" "That is easily answered," said Mary, "you know the big hole in Folly hill." "Yes" said Dick, "Well that leads to the Ball room. Then they ended there conversation and went off.

When they reached Folly Hill they noticed they were smaller than usual. After a second or two they entered entertainment hall with a big moon for a light. Then in the middle of the hall the queen.

(50) MOONLAND.

Moonland is I think where every body is a little moon, and the two big ones are that one is a King, and the other is the Queen of Moonland. All of them have legs and arms, and they all be dressed in orange. The Queen has an orange train, and two little moons dressed in orange hold each corner, so that it does not touch the floor. All the moons that live in moon land sit on stars with a piece of marble under it. Moonland in winter is very warm. In Spring, Summer, Autumn and winter the weather hardly changes. Their faces are all ways round, except when they do not like any thing, which is put in front of them and then their faces stretch all shapes, and a horrid frown comes up on them.

THE FIFTY COMPOSITIONS AS MARKED
BY THE PANEL OF EXAMINERS IN THE
ANNUAL SCHOOLS EXAMINATION

GRADE I

Composition No.	Thought	Structure	Mechanics	Total Marks
38	30	14	6	50
32	30	14	6	50
20	27	13	6	46
48	28	11	5	44
34	24	14	5	43
22	24	14	5	43
1	25	12	5	42
24	25	12	5	42
19	24	12	5	41
42	24	12	5	41
26	24	11	5	40
30	24	11	5	40

GRADE II

Composition No.	Thought	Structure	Mechanics	Total Marks
46	23	11	4	38
28	23	11	4	38
50	23	11	4	38
41	23	11	4	38
33	22	11	4	37
16	23	10	4	37
8	21	10	5	36
13	22	11	3	36
15	21	11	3	35
2	21	11	3	35
45	20	10	4	34
23	19	10	4	33
49	19	11	3	33
27	18	10	4	32
17	18	10	4	32
3	17	9	4	30
4	16	9	5	30

GRADE II—continued

Composition No.	Thought	Structure	Mechanics	Total Marks
12	16	10	4	30
40	15	9	5	29
10	18	8	3	29
6	16	9	4	29
21	16	8	4	28
7	15	8	4	27
14	15	8	3	26

GRADE III

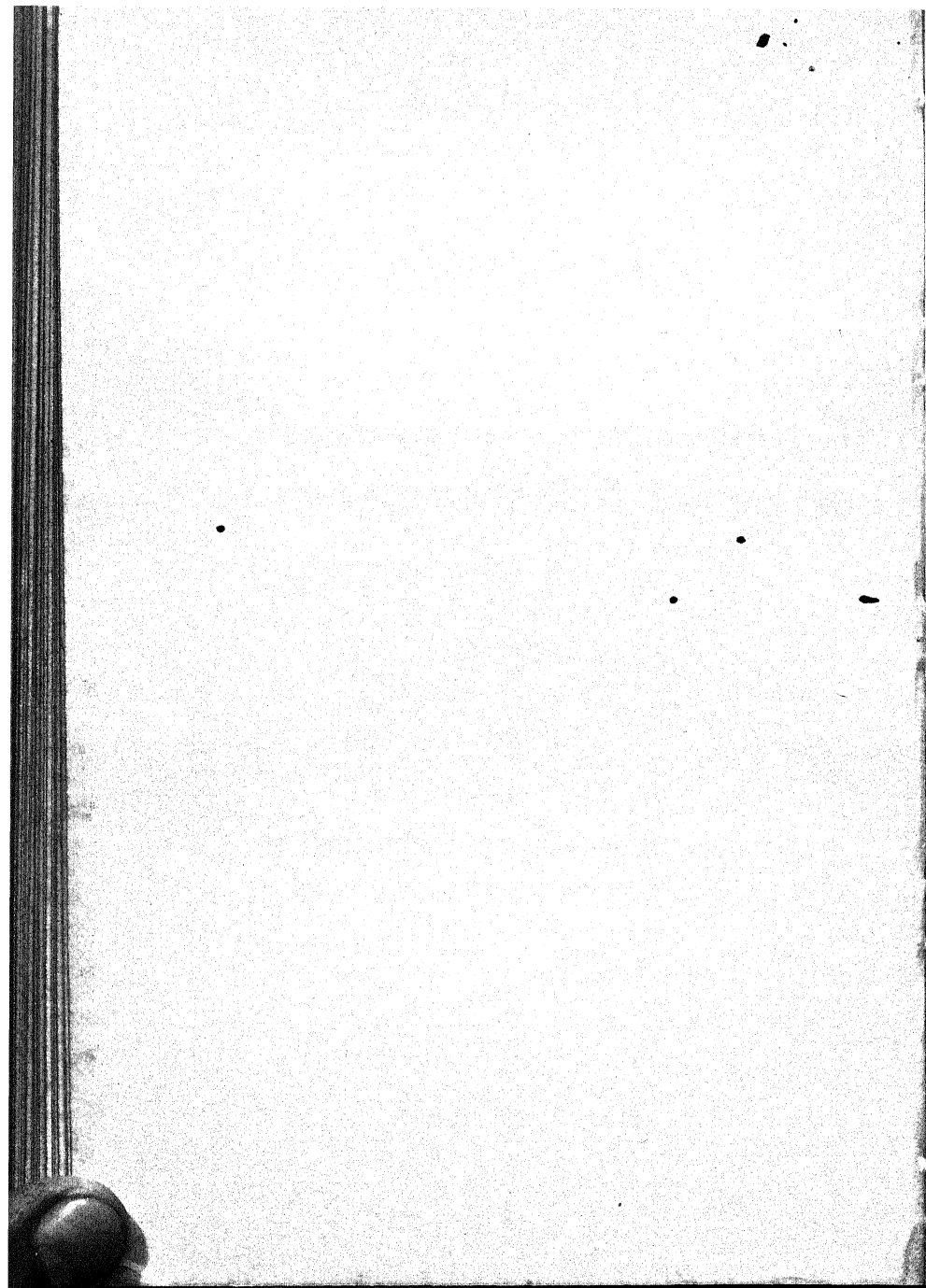
Composition No.	Thought	Structure	Mechanics	Total Marks
29	14	7	3	24
35	13	8	3	24
9	12	7	3	22
36	12	7	3	22
39	11	7	3	21
18	11	7	3	21
43	10	7	2	19
25	9	6	3	18
5	9	6	3	18

GRADE IV

Composition No.	Thought	Structure	Mechanics	Total Marks
31	5	4	3	12
11	4	4	3	11
44	4	4	2	10
47	2	2	1	5

ZERO

Composition No.	Thought	Structure	Mechanics	Total Marks
37	0	0	0	0



LIST OF TEACHERS WHO PARTICIPATED IN THE EXPERIMENT

<i>School</i>	<i>Name of Teacher</i>
AYNHOE C.E.	Mr H. G. Pollard
BOUGHTON C.E.	Mrs G. E. Wrench
BOZEAT COUNCIL	Mr A. H. Lack
BRACKLEY C.E. Boys'	{ Mr E. B. Langdon
	{ Mr C. G. Thorn
BRACKLEY COUNCIL	{ Mr F. S. Fairclough
	{ Miss V. K. Chasty
	{ Mr W. J. Gould
	{ Mrs B. I. Gould
BRAUNSTON C.E.	{ Mrs M. E. Evitts
	{ Miss R. E. Bennett
	{ Mr L. Whitmee
BRINGTON COUNCIL	Mr G. F. Knight
	Mr A. H. Papworth
BRIXWORTH MIXED	{ Mr D. R. Evans
	{ Miss E. A. Deacon
BROUGHTON C.E. MIXED	{ Mr R. W. Waterfield
	{ Miss K. M. Spring
BURTON LATIMER C.E. MIXED	Miss J. E. Read
BYFIELD COUNCIL	{ Mr E. F. Poole
	{ Mr R. G. Mitchell-Harris
CHAPEL BRAMPTON COUNCIL	Miss M. Foster
CHELVESTON-CUM-CALDECOTT END	Mr B. A. B. Rose
CLIPSTON END	{ Mr E. A. Halestrap
	{ Miss M. L. Regester
COGENHOE COUNCIL	Mr R. Clarke
COLLYWESTON COUNCIL	Mr W. Kirby
	Mr A. Brookes
CORBY COUNCIL	{ Miss F. S. Chapman
	{ Miss D. M. Barton
	{ Miss M. W. Moore
COSGROVE COUNCIL	Mrs M. Thacker
COTTINGHAM-CUM-MIDDLETON	Mr L. V. Porter
	Mr C. J. Mapley
CULWORTH END C.E.	{ Miss M. E. Holloway
	{ Miss G. M. Hiron

NORTHAMPTONSHIRE COMPOSITION SCALE

<i>School</i>	<i>Name of Teacher</i>
DALLINGTON C.E.	Miss M. B. Young
DAVENTRY, THE ABBEY MIXED	Mr L. Hammond
	Mr T. R. Webb
	Miss E. M. Dryer
	Mr H. Catlin
	Mr A. M. Hallam
DAVENTRY COUNCIL	Miss K. M. E. Cordiner
	Miss G. V. Fox
	Miss M. O. Thomas
	Miss A. G. Bates
	Mr F. U. Grudgings
DESBOROUGH COUNCIL BOYS'	Mr A. J. Hawes
	Mr G. E. R. Britton
DESBOROUGH COUNCIL GIRLS'	Mrs J. A. Whitley
	Miss E. M. Geeson
DUDDINGTON, JACKSON'S	Miss E. Abbott
DUSTON C.E.	Mrs E. C. G. Hawkins
	Miss E. H. Callis
	Mr S. D. Earl
EARLS BARTON COUNCIL MIXED	Mr F. A. Drage
	Miss E. E. Clarke
FINEDON END C.E. BOYS'	Mr H. H. Hinton
FLORE C.E.	Mr C. F. Bradshaw
	Miss F. A. Wright
GAYTON	Miss O. R. Higgeson
GLAPTHORN C.E.	Miss L. V. Hedges
GRENDON C.E.	Miss L. E. James
	Mr W. Leeson
GRETTON COUNCIL	Miss G. E. Morris
	Mr H. Martin
GUILSBOROUGH C.E.	Miss W. M. Williams
HACKLETON COUNCIL	Mr F. A. Thompson
HARDINGSTONE COUNCIL	Mr F. A. T. Emery
HELMDON COUNCIL	Miss E. M. Barnes
HEMINGTON C.E.	Miss A. F. Carwood
	Mr F. W. Margetts
HIGHAM FERRERS COUNCIL MIXED	Mr J. Burdett
	Mr F. W. Reynolds
	Miss W. Bates
	Mr F. C. Gray
IRCHESTER COUNCIL MIXED	Mr A. D. Ground
	Miss B. E. Gibbs

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<i>School</i>	<i>Name of Teacher</i>
IRTHLINGBOROUGH COUNCIL MIXED .	{ Mr W. Taylor Mr W. E. Jacquest Mr S. A. Lawrence Mr A. Silby
KETTERING CENTRAL	{ Miss E. M. Coles Miss O. K. Latcham Miss E. A. Rawson Mr F. A. Potter
KETTERING PARISH CHURCH	{ Miss M. J. Hodson Miss A. O. Sharpe Miss Smith
KETTERING, PARK ROAD COUNCIL MIXED	{ Miss Maddison Mr Bond Mr Painter Mr J. W. Smith
KETTERING, ROCKINGHAM ROAD COUNCIL MIXED	{ Miss A. S. Sanders Miss L. M. Wills Mr W. Drew Mr A. J. Shepherdson
KETTERING, ST MARY'S SENIOR MIXED	{ Mr J. L. C. Loake Miss D. Rees Mr J. Lee
KILSBY C.E. . . . .	. Mr G. R. Love
KING'S CLIFFE END MIXED . . . . .	. Mr J. Hall
LITTLE HARROWDEN C.E. . . . .	. Mr W. W. Dobson
LITTLE HOUGHTON C.E.	{ Mr A. Miller Mr E. Mitchell Miss L. M. Facer
LONG BUCKBY COUNCIL MIXED	{ Mr F. W. Robinson Miss D. Muddiman Miss D. Entwistle Mr J. V. Carrington
LOWER HEYFORD, BLISS CHARITY . . . . .	. Miss N. Jarvis
LOWICK CHARITY . . . . .	. Mrs C. M. Kieldsen
MARSTON, ST LAWRENCE C.E. . . . .	. Miss E. Blakemore
MARSTON TRUSSELL C.E. . . . .	. Miss E. M. Matthews
MEARS, ASHBY END	{ Miss B. Warner Mr L. T. Miles
MIDDLETON CHENBY COUNCIL	{ Mr R. M. Anthony Miss E. E. Courtman
MILTON PARISH . . . . .	. Mr E. A. Eynon
MOULTON COUNCIL MIXED . . . . .	. Mr J. D. Pattison
NASSINGTON COUNCIL . . . . .	. Mrs E. Gadsden
NEWTON BROMSHOLD C.E.	

NORTHAMPTONSHIRE COMPOSITION SCALE

<i>School</i>	<i>Name of Teacher</i>
Oundle Council	{ Mr G. Rippiner Mr E. Grant Miss M. Newborn
Overstone Council	Miss A. E. Cole
Passenham Parish Mixed	{ Miss M. E. Pook Miss C. A. Varney
Pattishall C.E. Mixed	Mr C. Hansford
Pitsford	Mr F. W. Nightingale
Polebrook C.E.	Miss A. L. Whiteman
Raunds C.E. Mixed	{ Mr A. D. Rawlings Mr C. Eden
Raunds Council Mixed	{ Mr P. W. Woolston Miss A. K. Mills
Ringstead C.E.	Mr S. C. Robinson
Roade Council	{ Mr R. W. Janes Miss E. K. Lock
Rothwell, Gladstone Street Council Mixed	{ Mr A. Briers Miss M. C. Soars Mr W. J. Playford Mr E. Earby Miss V. M. Liner Miss A. Tye
Rushden, Alfred Street Council Mixed	{ Mr W. W. Rial Mr E. T. Huke Miss C. C. Croft Miss C. M. Bennett Mr H. Hales
Rushden, Newton Road Council Mixed	{ Mr S. Saddler Mr J. A. Schofield
Rushton Council	{ Miss P. E. Elmore Mr W. J. Rodda
Silverstone C.E.	{ Miss D. Vickers Mr J. P. Osborne
Silverstone Council	{ Mrs A. Osborne Miss D. S. Anthistle
Spratton C.E.	{ Mr G. L. Shaw Mr E. Moore
Stanwick Council Mixed	Mr F. Cooksey
Sulgrave C.E.	Mrs E. A. N. Webb
Towcester Council	{ Mr O. Woodman Mr A. E. Craddock Miss J. G. I. McColl

APPENDIX

<i>School</i>	<i>Name of Teacher</i>
WALGRAVE COUNCIL	{ Mr J. W. Crane
WEEDON BEC C.E. BOYS'	{ Miss D. R. Drage
WEEDON BEC C.E. GIRLS'	{ Mr J. A. T. Brown
WEEDON LOIS C.E.	{ Miss M. W. Cooper
WELFORD AND SULBY END	{ Miss H. A. Buxton
	{ Mr W. G. Brown
WELLINGBOROUGH, ALL SAINTS	{ Mr W. Morris
MIXED	{ Mr F. R. White
	{ Mr D. G. Williams
	{ Mrs M. Bird
	{ Miss M. H. Neville
WELLINGBOROUGH, FREEMAN'S	{ Mr L. Johnson
ENDOWED	{ Mr L. F. Dickinson
	{ Mr C. A. Knight
	{ Mrs Jackson
WELLINGBOROUGH, PARK STREET	{ Mr W. E. Newman
COUNCIL	{ Mr F. W. Care
	{ Mr M. J. Facer
	{ Mrs E. L. Sewter
WELLINGBOROUGH, VICTORIA	{ Mr E. A. Hart
COUNCIL MIXED	{ Miss D. M. Olney
	{ Mr W. J. Moore
WELLINGBOROUGH, WESTFIELD ROAD	{ Mr A. J. Clifton
COUNCIL BOYS'	{ Mr C. W. Barker
	{ Mr R. A. Capell
	{ Mr C. Richdale
WILBARSTON C.E.	{ Mr S. W. Booth
WOLD C.E.	{ Miss C. A. Sibbett
	{ Miss C. C. Croot
WOLLASTON COUNCIL MIXED	{ Mr A. R. Stone
	{ Mr H. H. Smith
	{ Mr G. W. G. Guest
WOODFORD (THRAPSTON) C.E.	{ Mr F. Reed
MIXED	{ Miss I. Mason
WOODFORD-CUM-MEMBRIS C.E.	{ Mr C. E. Watson
	{ Miss M. B. Clarke
WOODFORD-CUM-MEMBRIS COUNCIL	{ Mr G. E. Cobley
WOOTTON C.E.	{ Mr A. E. Gawthorn
	{ Miss F. R. Gibbs
YARDLEY GOBION	{ Miss E. U. Jackson
YARWELL C.E.	{ Miss J. Wood

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